

Price 50 Cents

# **Best Commencement Stunts and Ceremonies**



**Paine Publishing Co.**  
**Dayton, Ohio**

AKRON CARNEGIE PUBLIC LIBRARY



T 36983

WITHDRAWN

642.45

14275

I

## **Carnegie Public Library**

**Akron, Indiana 46910**

### **Borrowers**

Each borrower registering will be assigned a number by which his book will be charged. He will be held responsible for all books charged to this number.

### **Time Kept**

Seven day books 7 days only.  
All other books 14 days.


### **Renewals**

Will be granted for all books.

### **Fines**

Two cents a day will be charged for all books kept overtime.





Digitized by the Internet Archive  
in 2024

# Best Commencement Stunts and Ceremonies

*story*

*1. Credit to Parents  
Patience  
Sacrifice  
Div. & spiritual  
support*

*Get this*

By

*2. Credit - Teachers -  
often Redoubtable  
Patience  
Never Praised*

MARIE IRISH

AKRON CARNEGIE PUBLIC LIBRARY



T0025020

Best commencement stunts and  
Irish, Marie.

642.45 I

T0025020

*End with  
effective motto  
of poem*

PAINE PUBLISHING COMPANY  
DAYTON, OHIO

---

COPYRIGHT 1924  
BY L. M. PAINE

---



# CONTENTS

## COMMENCEMENT IN THE EIGHTH GRADE

	PAGE		PAGE
ACCEPTANCE OF CLASS		COMMENCEMENT TIME	13
DIPLOMAS	26	COUNTRY SCHOOL, THE	18
ADDRESS OF TEACHER TO		FAREWELL, A	11
GRADUATES	22	FAREWELL TO OUR SCHOOL	26
ADDRESS TO EIGHTH GRADE ON		GRADUATION DAY (A Song)	28
PRESENTATION OF DIPLO-		JOYS OF SCHOOL LIFE, THE	16
MAS	25	MACHINE OF PROPHECY, A	38
APPRECIATION, AN	19	MODERN BUCCANEERS	51
CHRONICLES	36	OUR BANNER GRADUATES	17
CLASS BIOGRAPHY, THE	31	OUR PARTING PLEDGE	27
CLASS DRILL, THE	33	PARTING CHARGE TO SEVENTH	
CLASS INTRODUCTION, THE	30	GRADE	20
CLASS KEY, THE	35	PARTING TRIBUTE, A	21
CLASS PRESENTATIONS	24	PATH OF KNOWLEDGE, THE	55
CLASS PROPHECY, THE	32	SALUTATORY	5
CLASS SALUTATIONS	7	SALUTATORY	6
CLASS WILL	29	SUNDRY EXPLANATIONS	14
COMMENCEMENT AT CORSON'S		VALEDICTORY	9
CORNERS	41		

## HIGH SCHOOL

### CLASS DAY EXERCISES

	PAGE		PAGE
BURLESQUE PRESENTATION OF		CLASS PROPHECY	85
DIPLOMAS	104	CLASS SLOGANS	141
CLASS CREED	75	CLASS WILL	94
CLASS FLOWERS	140	FAVORITE CLASS COLORS	140
CLASS INVENTORY	76	GOING, GOING, GONE	105
CLASS MOTTOES	141	HIGH SCHOOL DERBY, THE	106
CLASS PROPHECY	83		

## HINTS FOR PARTIES AND SUGGESTIONS FOR ENTERTAINING

	PAGE		PAGE
CLASS BOUQUET .....	130	REUNIONS AND UNIONS.....	110
CONFESSIONS .....	126	SALUTATORY FOR HIGH SCHOOL. .	65
COMPARISONS .....	126	SALUTATORY RESOLUTIONS ....	66
COSMOPOLITAN PARTY, A.....	129	SALUTATORY .....	67
CLASS HISTORY .....	89, 92	SEATING A BOUQUET PARTY.....	130
CLASS IN CAMPUS, A.....	110	SENIOR RECEPTION TO THE	
GIFTORIAN REMARKS .....	102	FACULTY .....	123
GIFT TREE, A.....	125	SENIORS' FAREWELL, THE.....	98
HONORARIUM TO THE FAC-		SENIOR'S TRIBUTE, THE.....	80
ULTY, AN .....	100	SENIOR FLOWERS, THE.....	108
HOROSCOPE RECEPTION, A.....	119	SENIOR RECEPTION, A.....	122
HINTS FOR PARTIES.....	125	SHAKESPEAREAN PARTY, A.....	129
INDOOR TRACK MEET, AN.....	116	SOLE MATES .....	130
IT IS I.....	128	SUBJECTS FOR ORATIONS AND	
JUNIOR BREAKFAST, THE.....	120	ESSAYS .....	143
KANGAROO COURT, A.....	127	SUBJECTS OF TOASTS.....	136
LIMERICKS .....	127	THEY WILL MISS US.....	81
LOOKING BACKWARD .....	128	THE MOTHER'S PRIDE, THE	
MANTLE ORATION .....	97	DAUGHTER'S JOYS, THE	
NEVERMORE .....	77	TEACHERS' DESPAIR—THE	
OUR ALMA MATER.....	82	ACTIVE BOYS .....	138
OUT OF DATE PARTY, AN.....	114	TOASTS .....	132
PARTING CHARGE TO THE		To the Girls of the Class...	134
JUNIORS .....	99	To the Boys of the Class...	134
PICTORIAL BIOGRAPHIES .....	126	To the Class of 19—.....	135
PRESIDENT'S PROCLAMATION,		TO THE BONNIE LASSIES, THE	
THE .....	74	GEMS OF THE CLASS.....	136
REMINISCENCES .....	127	VALEDICTORY .....	69, 71
RESOLUTIONS OF SATISFACTION.	101	WE'VE GOT THE GOODS.....	78
		YELLS .....	139

SONGS—Most of the songs mentioned in this book may be found in either The Golden Book of Favorite Songs or The Gray Book of Favorite Songs, price 20 cents each. The other songs are so familiar that they may be found in any Hymn Book or collection of old and well-known songs.



# BEST COMMENCEMENT STUNTS AND CEREMONIES

## Commencement in the Eighth Grade

---

### SALUTATORY

#### FRIENDS AND SCHOOLMATES :

It gives me pleasure, in behalf of its members, to welcome you to the exercises which mark the passing of the eighth grade class to the alluring realm of high school. This is a joyous occasion for us and we are glad to have you with us; we are glad of your interest in our attainments.

We realize today, as never before, the value of the happy years we have passed in the schoolroom, and of the knowledge we have been able to acquire. We realize how much it means to have climbed even thus far up the paths of learning.

In welcoming you today, dear friends, to our graduation from the eighth grade, we would express our sincere appreciation to the members of the school board who, during these years, have kept a watchful eye upon our progress. We would thank them for the care and thought they have spent in surrounding us with educational advantages. Our pleasant schoolroom, its helpful equipment, the instruction of capable teachers—these they have provided to make our progress possible.

We would welcome the patrons of the district and thank them for the staunch manner in which they have stood back of the board of education in making our school up-to-date and a credit to the community. We feel that your interest in us, and your desire to give us that best of all possessions—an education, has brought us to the goal we have now reached.

Of course, we are only finishing the eighth grade; we realize that we have merely made a beginning in the field of learning, yet even to have reached this first mile-stone is an important event for us. We have completed the required course of study which entitles us to enroll for the more advanced work of high school.

In welcoming you to this celebration of our victory, we would say that we have encountered some real struggles along the way; we have had some serious conflicts with lessons—hard words we couldn't remember how to spell, difficult problems that refused to be solved, history lessons that nearly got the best of us, and days when we couldn't remember whether Katahdin was a mountain, a river, a city or something good to eat. We have had battles with examinations that nearly floored us and we've had sessions with teachers who soundly scored us—but—that is past history. We have reached the long-awaited goal and greet you as victors, about to receive our diplomas of graduation.

### **SALUTATORY**

MEMBERS OF THE SCHOOL BOARD, LADIES AND GENTLEMEN,  
PARENTS AND SCHOOLMATES:

To me has fallen the task of delivering the class "Salutatory." Now please don't be frightened by that long and dangerous-sounding word, for it really is quite harmless and my address will not be as long as its title might lead you to expect.

"The Salutatory" nearly overcame me when I discovered it had fallen to my lot; I did not see how one, of my youthful years and ability, could tackle so serious a subject, but when I found that in common, everyday English it meant that I was to welcome you to the exercises of this day I gradually gained courage. To tell the truth, I am really glad to welcome you, in behalf of the eighth grade class, to this program which marks the completion of our work in the grades. We are glad to have you with us and glad of the interest you take in our advancement.

You, the patrons of this district, are required to support the public schools and to provide for the education of the youths of the community. We hope today to show you something of what this school is doing for us and to prove that it is a Bank of Learning that gives you good interest on the money invested.

For the members who are completing the eighth grade this is a happy occasion. We feel that we are getting a substantial reward for the years we have spent in study. Our diplomas of graduation which show that we have completed a systematic course of study, and which will admit us to the classes of high school, are an inspiration to further effort. Yes, we are happy and we are glad to have you with us to enjoy the exercises that mark our victory.

Dear friends, please do not expect too much of us; though we may seem important and act as if we knew most there is to be learned in life, we are really quite young and very inexperienced. We shall do our best today to uphold the dignity of our school, but if we fail to shine very brilliantly, just remember that we'll do a whole lot better four years from now when we take part in a real Commencement of high school.

And if my remarks have not been as fine as the word "Salutatory" would lead you to expect, at least my greeting is from the heart and is most sincere. Again I welcome you, trusting that you may go from this room with a higher regard for our class, our school and its work in the community.

### CLASS SALUTATIONS

The day of graduation is at hand,  
And we, the happy members who have won,  
By diligence and hours of earnest toil,  
The standings from our various exams  
That enable us to take our places  
Within the beckoning walls of High School,  
Now unto our program bid you welcome.

'Tis our class that gives you salutation,  
 And yet we'd have you realize, dear friends,  
 That not alone the boys and girls who here  
 Appear before you now as graduates  
 Are the ones to offer you this welcome;  
 For looking down the vista of the years  
 We see a company, mature and wise.  
 A faithful group who've labored and achieved,  
 And they, too, extend you salutation.

We who greet you are young and immature;  
 Merely a start we've made along the path  
 That leads unto the heights of Learning's Mount;  
 But that other group, they of older years,  
 Have traveled far and battled for success;  
 They've met the changing seasons of the years,  
 And in life's school have gained experience.

And who, you ask us, are they of that group  
 Sending today a welcome from the future years?  
 Dear friends, it is ourselves; the men and women  
 We shall become with onward flight of time.  
 Teachers in that company you'll discover,  
 Who the best years of their life have given  
 Making school's tasks pleasant for the young;  
 A doctor perchance, and progressive farmers  
 Whose trained minds supplement the work of hands;  
 Good cooks, who run their homes on modern plans,  
 Knowing the laws of health and sanitation;  
 Upright and noble citizens who give  
 Their country loyal love and service,  
 With perhaps a statesman who at the helm  
 Helps steer the government with steady hand.

Dear friends, this company we shall become  
 Sends you a greeting from the distant years,  
 Bidding the boys and girls whom you behold  
 Thank you for your interest in our graduation.  
 This first mile-stone along the winding way  
 That leads to future vict'ries and success.



## VALEDICTORY

My friends, to me falls the sad part of this day of pleasure—the saying of farewell. We have enjoyed our happy years with their fair days and dark; the sunshine of summer and the storms of winter; the times when school life “flowed on like a song” and the days when everything “went dead wrong”—now we have come to the milestone which marks our parting.

(We have looked forward to this event with pleasure; the diplomas which proclaim the success of our years of effort have been coveted roses of joy, but now we find that they have the thorns of sadness. They give us entrance to new paths of learning, but they take us from the dear scenes of school life that the years have taught us to love. )

Schoolmates, the members of this class bid you farewell. We have enjoyed our association with you. Some of you have been with us for years, until you have become a very part of our school life. We part from you with sorrow and we shall long remember the happy days we have here spent with you. We leave with you the future welfare of the school. May you carry on the work we are leaving, in an earnest and diligent manner, filling our places more creditably than we have done.

Dear teacher(s), in bidding you farewell, we would express our appreciation of the deep interest you have taken in our advancement. We shall remember you not only as friends, but as guides who helped us over the hard places with skill and patience. We thank you for the inspiration you have been to us, and for the high ideals you have set before us. It is our hope that we may be a credit to you in our further search for knowledge.

Classmates, for some of us this is the breaking of school ties. Our eighth grade seats will be filled by others; we, who have worked at the same lessons and sighed over the same troublesome exams, are to face new tasks. Two things we should realize—the real value of an education, and the fact that we have but made a beginning in our search for



knowledge. Let us resolve today as a class to continue our studies. Even those who can not attend higher schools can have the companionship of helpful books. Abraham Lincoln spent less than one year, all told, in the schoolroom, but he spent years in diligent study. When he became president of the United States he could hold his own with any college bred man with whom he came in contact.

Classmates, though the events of coming years may make the exercises of this day seem commonplace, and our schoolroom but a humble spot, let us still cherish the memory of our happy companionship in this, "The cradle of our learning." Here we have received the foundation for any success the future may bring us; these schoolmates have been the dear friends of our youth. Let us remain true to them and seek, in all our work of the future to be a credit to the school which today sends us forth as eighth-grade graduates.

## VALEDICTORY

### FRIENDS AND SCHOOLMATES:

When we come to the close of a parting day and stand at the turn of a parting way there comes the last sad rite—the saying of farewell. To me has been given woman's prerogative, the last word. I am usually quite inclined to talk—indeed I have even been accused of chattering too much, but today I find it hard to say these last words of farewell.

There have been times when we wondered if this day was ever going to arrive. The old school clock has a way of poking along at a most dreadfully slow pace when we are watching for time to pass; but now that we have won our coveted diplomas, the freedom they give us is tinged with sadness. We are surprised to find that we are more fond of these scenes and our merry schoolmates than we had imagined. As we look about our pleasant schoolroom we wonder how we could have thought it dull and gloomy. Even our lessons, that so often seemed tiresomely stupid have taken on a rosier hue. With goodbye looming before

us we are thinking that the years we have passed here have been very happy ones.

Schoolmates, though you still remain our associates, we say goodbye as we vacate our ranks in the eighth grade. Others will take our places as we pass on, some to high school, some to fields of labor. Our habits of industry and our noble traits we hope you will imitate; where we were amiss we trust you will profit by our shortcomings. Remember us kindly, as a class, for we have enjoyed being with you.

Dear teacher(s), we thank you for your interest in us, for your patience, and the capable manner in which you have led us on to this culminating day. You have had a large share in our success and you have done much to make our school tasks pleasant. Today you see, in our completion of the prescribed course of study, the fruits of your labors; but the finer fruits—your impress upon our minds and characters, you may never discern. We thank you with the hope that life may reward you generously for your labors with our class.)

Classmates, this is the end of our career as invincible eighth graders; it is the commencement of more serious undertakings. Though the bonds of the classroom are broken let us still be united by the ties of friendship. It has been our aim to make a good record as a class; let us as friends still aim to play a worthy part in life and to live up to the ideals of this hour. Dear classmates, farewell.

Though life our paths may widely part,  
Let us still be joined in heart.

### A FAREWELL

Kind friends, who here with us convene,  
We soon must leave this happy scene,  
For 'tis decreed that our worthy class  
To higher realms of school shall pass.

We've faithful been, the rules we've kept,  
We've studied while some others slept;

So well we've tried our tasks to do  
That now, alas, they say we're through!

Of course we're proud, and yet we grieve  
That we this dear old school must leave;  
It never seemed so fair as now  
When we must make our parting bow.

We've tried to be both kind and good;  
We've walked before you as models should,  
And since new scenes for us must dawn,  
Please miss us sometimes when we're gone.

Though many new friends may appear  
We'll often think of you who're here,  
And wish with you again to play  
"Prisoner's Base" or "Pull-away."

My friends, we do not wish to boast,  
But this class which now gives up the ghost  
Is so wise that it long will be  
'Fore another such a one you'll see.

So no wonder you plainly show  
How sad you are to have us go;  
So keen of mind, so fair of face—  
Ah, who could expect to take our place?

We hope in higher school some day,  
You'll join with us on Learning's Way;  
So remember when your grief is sore—  
We are not lost—just gone before!

And now, dear friends, we've reached the end;  
Our farewell greetings we extend  
And say with hearts that sadly sigh—  
School, schoolmates, teacher, a fond goodbye.

## COMMENCEMENT TIME

The syringas are in blossom,  
 The song birds are in tune,  
 An' the roses in their splendor  
 Plainly speak of balmy June;  
 We are trimming up the schoolroom  
 Till it looks jes' something great,  
 An' the girls have new white dresses,  
 'Cause it's time to graduate.

The boys have bought new neckties,  
 An' suits, an' shoes that squeak,  
 An' they've practiced on their pieces  
 'Till their throats are gettin' weak;  
 The parents all are planning  
 To come in solemn state  
 To listen to the speakin'  
 When the eighth grade graduate.

They crammed their heads with knowledge  
 Of grammar an' 'rithmetic,  
 An' history an' civics,  
 An' most studied themselves sick;  
 They took the 'zaminations—  
 An' passed 'em, sure as fate!  
 So now we're gettin' ready  
 To hear 'em graduate.

We've practiced on some new songs  
 'Bout Commencement Time an' June,  
 'Till we sing 'em well-nigh perfect  
 If we don't run off the tune;  
 An' the crowd's a-comin' early,  
 To be sure they won't be late,  
 To take in all the doin's,  
 When the eighth grade graduate.

They've got their pieces written,  
 An' learned 'em all by heart

An' teacher's been a-drillin'  
 Each member on his part;  
 She tells 'em how to speak up loud,  
 An' stand up nice an' straight,  
 An' it's goin' to be worth hearin'  
 When the eighth grade graduate.

### SUNDRY EXPLANATIONS

With apologies for imitating "Hiawatha"

Should you ask me why these flowers,  
 Why this gay scene and bright faces,  
 Why this company of parents,  
 And visitors thus here assembled,  
 I should answer, friends, and tell you,  
 Tell you with both pride and pleasure,  
 "For long years we've worked and studied,  
 Gathered knowledge from our school books,  
 Conned the pages set before us,  
 Wrestled with our stubborn problems,  
 Conquered maps and conjugations,  
 Learned all sorts of facts and statements,  
 With much patience and slow progress."

Should you ask me for a reason,  
 Ask me why we toiled and studied,  
 Why for years we came to school here,  
 Through spring mud and snows of winter;  
 Why we worked hard at our lessons,  
 Why we filled our heads with knowledge,  
 I should answer, I should tell you,  
 "Each year have our patient teachers,  
 Our good leaders and instructors,  
 Told us we must learn the lessons  
 Laid down by the Course of Study,  
 Study each and every subject  
 That's required by educators,  
 So at last when they were finished,  
 We should win eighth grade diplomas."



If still further you should ask me,  
Saying, "How could they discover  
Whether you were worthy of them?  
Whether pupils were entitled  
To the rites of graduation?"

I should answer you and tell you,  
"Of't we had examinations,  
Tests with questions hard and searching,  
Tests that filled us with despairing,  
Tests for which we crammed and studied  
Through the day and long past bedtime.  
And 'twas thus we wrote our knowledge,  
Proved that we had gained much wisdom,  
Proved our fitness for diplomas.

"Then the County Superintendent,  
With much care and searching glances,  
Hunting for mistakes with keen eye,  
Found that we indeed were worthy,  
Found that we had won good standings;  
So she [*or he*] straightway with a flourish  
Wrote her [*his*] name on our diplomas,  
And our teacher[s] with great pleasure,  
Planned for public graduation.

"Then there followed hours of labor,  
And we members of the eighth grade  
Learned our parts with care and patience,  
Did our best to shine with glory  
On this day of our Commencement."

Should you ask me why the teacher[s]  
Wears today a look of sadness,  
I should answer, I should tell you.

"She [*he or they*] knows well that such another  
Fine class she will ne'er encounter;  
We have made her little trouble,  
We have pleased her with our conduct,  
And our minds, so bright and clever;

We have been an honor to her  
And her heart is grieved to lose us."

Thus, my friends, I've given to you  
In plain speech the whys and wherefores  
Of this meeting and its program.  
" 'Tis the farewell of the members  
Who with their hard-earned diplomas  
Go forth to the coming conflicts  
In the Land of the Hereafter."

### THE JOYS OF SCHOOL LIFE

Inspired by "A Psalm of Life"

Let us tell you, youthful classes,  
School is not a tiresome dream.  
For the student wins who studies,  
Lessons aren't as bad's they seem.

School is real! School is earnest!  
Let diplomas be your goal;  
Every lesson that thou learnest  
Brings contentment to the soul.

Not enjoyment and not pleasure  
Is your destined end or way;  
But to study that each tomorrow  
Finds you smarter than today.

Lessons are long and time is fleeting;  
Study lest your young hearts quail,  
And when hard exams you're meeting,  
Like a blockhead you should fail.

In the schoolroom's wordy battle,  
In the combats of school life,  
Do not act like stubborn cattle—  
Pitch into your books with strife.

Trust no future howe'er pleasant—  
 Time that's wasted soon is dead;  
 In the minutes that are present  
 Get some knowledge in your head.

Lives of graduates should remind you  
 You can win diplomas, too,  
 And departing leave records that  
 Make the old school proud of you.

Records that the other classes,  
 Overcome by book and pen,  
 Tired, discouraged lads and lassies,  
 Seeing, shall take heart again.

Schoolmates, then be up and doing—  
 Pitch in ere it is too late;  
 Still achieving, still pursuing,—  
 Soon you'll be a graduate!

### OUR BONNIE GRADUATES

Toast to be given by a Fifth or Sixth Grader

Why should we let the upper grades  
 Do all the speechifying?  
 Though I am young and likewise green,  
 To have my say I'm sighing.

I'd like to tell the graduates  
 That we wish them joy and health,  
 With many long and prosp'rous years,  
 And a goodly share of wealth.

We hope each one of them may bear  
 A respected, honored name,  
 And never step aside to paths  
 Of depravity or shame.

Here's to success and here's to fame,  
 With fortune's smile a-beaming,  
 And may they each find life more fair  
 Than they today are dreaming.

**THE COUNTRY SCHOOL**

I rise, my friends, to say a word—  
Or rather a dozen or two—  
In praise of a modest structure  
That's familiar to most of you;  
In praise of the scattered kingdoms  
Where stern-eyed teachers rule,  
The humble abodes of learning  
That are known as the Country School.

The spot where it stands may be lonely,  
The building be small in size,  
And the room within have little  
To attract an artist's eyes;  
But the children dig education,  
With well-thumbed books for a tool.  
And there's many a wordy contest  
In the little old Country School.

They talk of consolidation,  
And collecting the children in town.  
Where buildings are fine, and the teachers  
Are specialists of renown;  
They want to send out their wagons  
The neighboring pupils to pool,  
And modern methods would banish  
The old-fashioned Country School.

Ah, yes, these schools may be lacking  
In sanitation, equipment and style,  
But they've sent forth thousands of pupils  
Whose successes have been worth while;  
They've furnished lawyers and doctors,  
And noted statesmen to rule—  
Most of the great men you've heard of  
Served their time in the Country School.

We love its walls and its ceilings,  
Each window and scratched-up seat,

And the dusty floors well-marred by  
The shuffles of active young feet;  
We are fond of these little kingdoms  
Where the stern-eyed teachers rule,  
So I rise in loving defense  
Of the little old Country School.

### AN APPRECIATION

These flowers and pretty dresses,  
And the rites of graduation,  
Remind me 'tis a fit occasion  
For some words of appreciation.

I think it's most appropriate  
To give their proper rating  
To the powers who through these years  
Have kept things generating.

To those good generals, Our Mothers,  
Our grateful thanks let's offer;  
They are the backbone of the school,  
And I'll prove it to the scoffer.

With patience and diplomacy they  
Get us out of bed each morning,  
And, "Be sure to scrub your neck and ears;"  
They give us stern-voiced warning.

They feed us dishes of oat-meal,  
And put up our school lunches,  
And tell us, "Don't you dare be late,"  
And hurry us with punches.

They hunt up books and coats and caps,  
That are nowhere to be seen,  
And dole out nice white handkerchiefs  
With which to keep our noses clean.



And then they start us off to school,  
 With admonitions wise and grave,  
 Telling us we must study hard,  
 And mind the teacher, and behave.

While we're gone they bake big cookies,  
 And cake, and loaves of bread so white,  
 For well they know that every child  
 Comes home from school in starving plight.

Then at night they darn the stockings,  
 And neatly sew on patches,  
 And mend the coats and dresses torn  
 In "pull-away" and wrestling matches.

They help us with our 'rithmetic,  
 And they keep at us with might,  
 Until we've prepared the lessons  
 We brought home to do at night.

So now the grateful graduates,  
 And their sisters and their brothers,  
 Thank these "Powers behind the throne,"  
 Our devoted, industrious mothers.

## PARTING CHARGE TO THE SEVENTH GRADE

### MEMBERS OF THE SEVENTH GRADE:

I have been selected to give you, with due solemnity and formality, the charge of the parting class. When, in the events of school life, it becomes necessary for the eighth grade to move on to new fields of education, their affection for the scenes of their youthful school days induces them to declare their requirements of the succeeding class.

We would impress upon your minds that this is a fine community. There may be others that boast of more attractive scenery, that have more fertile fields, or that

possess greater wealth but we repeat that this is a fine community. Second, we want to remind you that this is an excellent school. There may be others with finer-looking buildings, more extensive grounds, or better equipments, but—we repeat—this is an excellent school. Third, the departing class, has made a good record. We have aimed to bring up the standard of the school and to give it a place of honor among the neighboring districts.

Therefore, to you who are to take our places we say: A good class, in a good school of a good community, has not only opportunity but responsibility. We charge you to make the most of those opportunities and to shoulder your responsibilities. We want you to maintain the good name of this school; to keep up its standard of scholarship, and to increase its influence in the community. This school will be what the pupils make it, and you, the members of the coming eighth grade will be the leaders in the moral, social and intellectual life of the classroom and the play ground. We want you to feel the dignity of your position and to accept your responsibilities with seriousness. Do your best for the school that we are leaving in your care; be true to the charge we here give you, that when, in course of time you stand where we stand today, you shall know the supreme satisfaction that comes from work—well done!

### **A PARTING TRIBUTE**

To be given by a member of the Seventh Grade

#### **MEMBERS OF THE GRADUATING CLASS:**

I have been asked, in behalf of the lower classes, to express to you our appreciation and sincere good will. You have been with us in our pleasant school life until you seem sort of a fixture; you have filled an important place in our happy circle and given a dignity to our school. We have looked up to you, admiring your superior standing as eighth graders; you have been leaders whom we have been pleased to follow.

Now we are to lose you. We shall miss your sunny smiles; we shall miss the voices we have been accustomed to hear explaining the mysteries of ratio and proportion or the rules of cube root. No longer shall we hear you recounting events of history or discussing declensions and conjugations. We shall miss your leadership and your example as dignified eighth graders and we shall try to fill your places creditably.

Of course, as a class, you have had some faults—at least the teacher seemed to think so at times, but now that we are about to lose you, we feel that you have been very desirable schoolmates. You have passed in manners and looks, the same as you've passed the tests in your books. You have been an inspiration to us and we who are to take your place in the coveted ranks of the eighth grade, shall try to profit by your example and to make our class a credit to the school and the community.

We shall not forget you and we bid you farewell with many wishes for future success. May the coming years bring you the sunshine of prosperity, darkened with few clouds of disappointment.

## ADDRESS OF TEACHER TO GRADUATES

### BOYS AND GIRLS OF THE DEPARTING CLASS:

I was about to call you "Dear Young Friends," but since this important day demands dignity of speech I will say, "Honored Graduates." I can not say how much pleasure your success and the exercises of today have afforded me. I have watched your progress with eager interest and each gain you have made as a class has brought me added satisfaction. Of course, I have not been wholly unselfish, for your success as a class is also my success as a teacher—to a certain extent; therefore, I rejoice with you as I congratulate you upon your achievements.

I have taken a deep interest in you all; often as I have noted your personal work I have dreamed dreams of what

you might be able to become in the future. Knowing so well your characteristics and abilities, I have built air castles about you, wherein you became men and women of importance and responsibility. Dear students, I can dream dreams but I can not make them come true—only you can do that. You have reached your first success but the hard years are still before you. I hope most of you—I wish it might be all—will continue with school work. You have here laid a foundation but it is *only* a foundation and I trust you will secure further years of training. America is the land of opportunity and the boy or girl who desires an education can get it. In your more advanced work you will find that you must depend more upon your own efforts. Your success will depend upon your willingness to dig. You may slide through high school but you will find you have not gained the strength of mind and character that is needed for success in the struggle of life. Remember—how I wish I might write this indelibly upon your minds—that there is no royal road to learning and no elevator to success. You must climb by the reliable old ladder “Hard Work.”

I shall be interested in your future attainments, but I want to say that I am more desirous that you may become good citizens. To be men and women of noble character, to be trusted and respected by those about you, to stand for the best things in your community—this is better than mere wealth or fame. I know you will forget many of the lessons we have studied from books, but I trust you will carry with you the rules of pure thinking and right doing. If you measure your daily conduct by them I know you will become citizens whose

“Good deeds are their monuments of fame.”

I hope you will pardon me for speaking so seriously, but this is a serious as well as a happy occasion; life is serious, and as one who has been very much interested in your progress, I want you to go out from this eighth grade with your aims high and your faces toward the sun. I part from you with sincere regret; I may have given

you some rather severe scoldings—I may have been cranky over your pranks, but I have been very fond of you. I bid you God speed with good will and best wishes for long and prosperous years, at whose setting sun you may say, “I never brought dishonor upon the old school that sent me out from its eighth grade on the.....[*date*] day of .....[*month*], nineteen hundred and .....

### CLASS PRESENTATION

Address of Teacher or Grammar School Principal, presenting the Graduating Class to Superintendent or Board of Education.

MR. SUPERINTENDENT [or MR. PRESIDENT AND MEMBERS OF THE BOARD OF EDUCATION]:

It is with both pleasure and satisfaction that I present to you this class of boys and girls who are entitled to receive from you the evidence of their completion of your prescribed Course of Study. It is a satisfaction to me to know their faithful efforts are to be rewarded with an approval which unlocks the door to further knowledge; it is a pleasure to share with them the joy of their success.

I have watched not only their daily labors and their sure progress month by month; I have also watched the development of character and their gradual awakening to the value of educational training. I have watched them learn that they must not only conquer their lessons, they must conquer themselves.

So it is that I introduce this class to you as one to whom you may give your approval as well as your educational sanction. You will, I believe, find these boys and girls trustworthy and dependable. They are not perfect—you would not wish them to be; they are not the brightest group you might meet; they are normal, active, earnest boys and girls who are capable of making fine men and women. Whether this class contains one who shall win fame or unusual success, I do not know—time alone will reveal that; but I am certain they are a finely-endowed company with bright prospects for the future.



I am proud of each one of these boys and girls. Believing in their ability to make good, I take pleasure in presenting them to you as candidates for your seal of scholastic sanction.

## ADDRESS TO EIGHTH GRADE ON PRESENTATION OF DIPLOMAS

MEMBERS OF THE CLASS OF EIGHTH-GRADE GRADUATES:

My young friends, it gives me pleasure to address you at this eventful time. There can be no more inspiring sight than a group of boys and girls, sturdy with the health of youth, alert with enthusiasm and vigor, who are interested in education. Pleasure may be alluring, other forms of work may be more enjoyable, but the boys and girls who buckle down to the lessons of school are the ones who know the greatest joy of life.

The poet has said, "My mind to me a kingdom is," and I stand here today to tell you that though you may win success, though you may acquire estates of broad and fruitful acres, yet the development you give your mind will be your life's richest possession.

In behalf of the patrons of this district and the board of education, I wish to say that we are proud of this class; we are proud of the work you have done and the creditable grades you have made in your tests. As we review your progress during the past years we feel that you have been, and are today, a credit to this school and to our efforts.

We are glad that we have been able, here, to give you the foundation for a broad education. You have reached the foothills—the real climb up the mountain of learning still awaits you. Let me urge you today to continue your studies; plan to attend high school or some other institution of learning. Statistics are proving more and more fully that it is the trained mind and the trained hands that meet life most successfully. No matter what work you are to follow, do not neglect the culture of the mind, for knowledge is the most precious of all jewels.

I trust, my young friends, that you have learned in our school, some of the important lessons not found in books—the lesson of honesty, of fair play, of square dealing, of morality and kindness. It would be a great satisfaction to us to know that you will practice these lessons as you go out into the broader life of high school. Remember that learning is not the only essential—a trained mind should be supplemented by a kindly heart.

In presenting you these diplomas of graduation from the eighth grade, I congratulate you upon your attainments and extend to you the best wishes of the patrons of the school. May you be successful in your chosen undertakings of life and become men and women whom we shall be proud to recognize as pupils of this school.

### ACCEPTANCE OF CLASS DIPLOMAS

MR. PRESIDENT [*or MR. SUPERINTENDENT or other fitting address*]:

In behalf of the class of 19... and its members who have received the seal of your approval, I would thank you for the diplomas you have awarded us and for the kind words that accompanied them.

We are gratified to have this proof that our work during the past year has met with your approval. We have eagerly looked forward to this day, and your words of praise add to the pleasure of this, our youthful graduation.

In behalf of the class I accept these tokens of reward and assure you that we hope to win other laurels in the future. The exercises of this day have been an inspiration to further progress, and we hope, in years to come, you may still have reason to be proud of the class which now stands before you.

### FAREWELL TO OUR SCHOOL

*Tune: DARLING NELLY GRAY*

1—There's a temple of learning in a spot to us most dear,  
Where we've passed many happy hours away,

A-sitting and a-working 'neath the teacher's watchful  
eye,  
As we studied our lessons, day by day.

CHORUS:

O our dear school farewell, they are sending us away,  
And we'll never get to come here any more;  
We're packing up our school books  
And we bid good-bye today,  
Our diplomas say eighth grade days are o'er.

2—Ev'ry path comes to an ending, ev'ry journey takes a  
turn,  
We must pass on, according to the rule,  
But our minds shall turn backward, and with tender  
thoughts we'll yearn  
For these scenes of our happy days of school.

CHORUS.

3—We must say farewell to teachers and the friends we're  
leaving here,  
New achievements there are to test our pow'rs;  
We can hear the high school calling but we ever shall  
hold dear,  
These scenes of our childhood's happy hours.

CHORUS.

**OUR PARTING PLEDGE**

*Tune:* AULD LANG SYNE

1—Come classmates and our voices join,  
A farewell song to sing,  
For moments passing swiftly by,  
Our parting soon will bring.

CHORUS:

Then give me here a faithful pledge  
That ever we'll be true  
Unto the school and to the class  
So dear to me and you.

2—Together we have studied well,  
Our lessons here to learn,  
And oftentimes in memory  
To these scenes we'll return.

CHORUS.

3—In all our search for knowledge here  
This school has served us well,  
And we, the class she's sending forth,  
Her praises now will tell.

CHORUS.

4—This school has been the happy scene  
Of many childhood joys.  
And to her we shall give the love  
Of loyal girls and boys.

CHORUS.

**GRADUATION DAY**

*Tune:* BLUE-EYED MARY

1—June's lovely flowers are blooming,  
The balmy breezes play,  
We meet for celebrating  
Our graduation day;  
With songs and words of welcome  
We bring you greeting gay;  
Our happy hearts are thrilling  
To graduation day.

2—With words of simple wisdom  
We bravely shall appear,

And strive to be a credit  
 To those who've taught us here;  
 For this school of our childhood  
 We'll have a word to say,  
 And give her loving homage  
 On graduation day.

3—The years have led us onward,  
 At last today we stand,  
 Awaiting victory's crowning,  
 In an enchanted land;  
 The hours we spent in study  
 The future shall repay;  
 We venture forth with courage  
 On graduation day.

### CLASS WILL

We, the members of the Eighth Grade of ..... school, County of ....., State of ....., being of sound mind and memory, and having reached an age where we are soon to pass on to higher realms, do hereby make and declare this to be the last will and testament of our class. This valuable document, duly executed and signed, is as follows:

I—To our beloved teacher[s] we bequeath our lasting affection and a large measure of thanks for the constant and capable manner in which they stood at the helm during our voyage through school. We also grant them a goodly share of the honors we shall win in coming years, since we feel they will be largely responsible for our coming successes.

II—To our successors in this grade we bequeath the right to dig tirelessly and unceasingly in the musty pages of your books that you may, perchance, be able to pass the exams and stand where we do today, as victors. We also leave you the right to lord it over the other classes because of your importance as eighth graders, and the privilege to shine as models of wisdom and good behavior.

III—To various individuals we make these important and generous personal gifts, trusting they may be duly appreciated:

To Mary B, we bequeath L. H.'s ability to lead the school singing.

To John H. we give Will M.'s power to please the girls.

To Fred J. we bequeath Ellis D.'s chance to become president of the United States.

To Nell W. is left Laura M.'s luck in getting high grades.

To Ted C. we give G. L.'s fluency in writing notes to the girls.

Esther B. is given B. J.'s honor as champion speller.

To H. S. goes Ann B.'s snap as teacher's pet.

To Ida L. we bequeath C. L.'s desire to become an old maid.

To Jim W. is given C. E.'s trick of looking innocent when caught in mischief.

To Sue J. we leave Ella W.'s fondness for the boys.

Frank A. bequeaths to Geo. L. his reputation as the school dude.

[*Other grants can be added, fitting local characteristics.*]

Because of his great fondness for certain members of the fair sex of this class, we do hereby appoint [*Seventh grade boy*] the sole executor of this, our last will and testament.

In witness whereof we have set the signatures and the seal of the Class of 19... this ..... day of June, One Thousand Nine Hundred and .....

## CLASS INTRODUCTION

Where the class is not large and time allows it the members of the class can be introduced to the audience by the president of the class or a member chosen for the task. The speaker comes on and stands at one side near front of stage.

**SPEAKER:** Ladies and gentlemen, to me it seems most fitting that on an occasion of importance, such as calls us together at this time, you should have the pleasure of an



introduction to the class of honor. Behold in me [*bows*] a youth by the name of . . . . ., of the House of . . . . . [*Gives name, as John Henry, of the House of Cummings*], and one who is proud to present the class of 19..

*[The other members of the class now enter and stand in line across the stage. Each one as the name is called steps forward and bows.]*

SPEAKER: I would present to you first, . . . . ., of the House of . . . . ., a young lady of most studious habit.

• And next, . . . . ., of the House of . . . . ., whose father is a farmer of excellent repute, in whose footsteps the son would follow.

Then . . . . ., of the House of . . . . ., a capable young lady who doth strongly desire to become a teacher of schools.

*[In such manner each is presented, giving a personal characteristic or inclination.]*

SPEAKER: These attractive members, ladies and gentlemen, constitute the graduating class of . . . . . school, who will endeavor during the exercises, to give you proof of their fitness for the honors of the day.

## THE CLASS BIOGRAPHY

This also is to be used only when the class is small and the length of the program allows for it. A member of the class (or if the graduating class is so small that the members have other parts, this can be given by a seventh grader who is a good reader) has the biographies of the various graduates written on sheets of paper fastened in a book from which they are read. Each biography gives some early data, mentioning any unusual experiences, gives the leading characteristics of the member and the work he or she wishes to follow in life. The biographies should be short with bits of humor interwoven. The following will be suggestive and they can easily be made interesting.

Mary Louise Wilson, second daughter of Henry and Lucy Wilson, was born in Brookings, South Dakota, May . . . . ., 19... As a young child she was fond of music and would often amuse herself by pounding upon an old

pan with a couple of table knives, taking so much pleasure in the performance that her parents even then realized that she was to become a musician. In the year 19.. the family moved to this community and Mary Louise was warmly welcomed to this school where she entered the fifth grade. Even then she could play "Peter, Peter, Pumpkin Eater" and other cheerful tunes upon the family instrument. She has since made rapid progress with music and is a remarkable young lady, in that she enjoys practicing her lessons. Mary Louise is noted for her pleasant disposition and is a favorite with her classmates. Though she is a studious pupil her greatest liking is for music. She plans to take a course of lessons at the..... School of Music and fit herself for a teacher.

### THE CLASS PROPHECY

(Two girls of the class enter, dressed as women of middle age; one has a number of envelopes in her hand. They sit.)

MARY [*eagerly*]: Tell me, Emma, have you had letters from all the class?

EMMA: Yes, I have word from every one. I am so anxious to read what they have written that I simply can't wait any longer.

MARY [*dreamily*]: To think that it is twenty years today since we graduated from the eighth grade back in the little school in .....

EMMA [*briskly*]: Yes, time has flown rapidly; but don't dream. Let's read these letters from our old classmates. Here, you take part of them. [*She hands part of the letters to Mary.*] I'm so glad we thought about writing and asking them to let us know what they are doing and how they are getting along. I'll read first. [*She opens a letter.*] This is from ..... [*names member of class*]. I suppose he's very prosperous. [*She reads aloud a short letter supposed to be written by the member, twenty years after graduation, telling where the*

*member is, what doing, etc. When she has finished, Mary reads another, and they continue to read alternately. Each time they tell whom a letter is from before reading it. They give little exclamations of surprise as astonishing facts are revealed. At the close of the readings they rise.]*

MARY: Oh, Emma, isn't it fine to hear from them all to know the members of the class of 19.. are doing well? I'm just proud of them, every one.

EMMA: Well, I knew on that happy day when we finished the eighth grade that they'd all be successful—that was *some class*. [*Exeunt.*]

## THE CLASS DRILL

All members take part; in the left hand each carries a paper cone, made of stiff paper and covered with white crepe paper, with two rows of fine crepe paper fringe, one in each of the class colors, glued around the top of the cone, one over the other, and falling down at least ten inches long to cover the hand. The cone contains a bouquet of the class flower, either natural or artificial.

In the right hand is carried a pennant made of two pieces of crepe paper, one in each of the class colors, fastened together and tacked to a slender wand covered with the colors. On one side of pennant paste the year. For instance, if the class colors are pink and green, on the pink side of pennant, put '25 (or other date) in green.

One member of the class does not carry the cone with flowers, and in place of the pennant carries a staff wound with class colors at the top of which is a banner with the class motto. The banner and motto are in the colors and can be made quite attractive in appearance. Since many schools have small space for marching, the drill as here given is simple. Where space and the size of the class permits it, a more elaborate march can be given if desired.

The members, with the exception of the one with banner, enter in single file, boys distributed evenly along the line, the pennants being held on right shoulder. March around the stage in a circle, then on reaching the center of back, turn sharply and double back, passing around in a circle in the other direction, keeping just inside of the line of the first circle.

## 34 BEST COMMENCEMENT STUNTS AND CEREMONIES

On coming again to the center of back, come up the center of stage to the front; here first turns to right, next to left, files pass out to corners of front, down sides, meet at center of back, form couples and hold pennants forward, staffs crossed. Come up to center of front in couples; first couple turns to right, next to left, and as they turn one steps back of the other to form a single file. If there are an uneven number in the march, when they form couples at the back of stage as directed above, the extra member marches alone at the head of the file, holding pennant forward, raised high, the others following in couples.

The files, one passing down right side, other down the left, form in two lines across the back of stage, facing the front. The one with the banner containing motto now enters and takes position just in front and at the center of the lines. With banner raised and held forward with both hands he leads up to near front and halts, the others following in lines abreast, cones raised and held forward, pennants being waved above heads. Those on the first row form in a curve at the right of one with banner; the others form the same at his left.

The one with banner says:

Here comes the class of '25 [*give correct date*]

With colors proudly flying;

That we're a rather showy group

There's surely no denying.

ALL [*waving pennants*]:

Then here's to our colors, the ..... and .....,

Our chosen colors whose hues shall inspire

With courage the class who shall carry them on,

As our climbing leads us to goals still higher.

[*Two step forward and stand one at each side of banner as it is held to the front.*]

THE TWO [*raising cones*]:

We bring our class flower, the .....,

Which typifies for us today

The beauty and the loveliness  
We shall find along life's way.

ALL [*with cones held forward and raised*]:

Then here's to our flower, our bonny class flower,  
May it teach us, as years pass by,  
With noble living and kindly service  
Our spots in life to beautify

ONE WITH BANNER:

Our motto tells us [*read motto*];  
This legend we shall ever treasure,  
'Twill lead us on to noble achievement  
And bring success of increasing measure.

ALL [*holding pennants attractively grouped about the banner*]:

"Here's to our motto ".....";  
May it ever be a beacon light  
To encourage us when the going is rough,  
And the clouds of disaster loom in sight.

The one with banner moves back a few steps; the others drop into single file and march around him in a circle, waving pennants; after completing circle, turn sharply and double back, marching to form a circle in the other direction. One with banner then leads up to center of front, all others following in single file; they go to right, down side of stage and exeunt.

### THE CLASS KEY

Cut a key at least twelve or fourteen inches long from pasteboard, giving it width enough so the letters can be read from all over the room, and on one side print the word "Work".



Schoolmates, before the class of 19.. says its final farewell and passes on to new scenes, we wish to give into



your care and keeping the important key which has unlocked for us the doors of progress and success. [*Holds up key, concealing the side with the word so the latter can not be seen.*] I hold here the magic key, a never-failing one which is warranted to unlock even the stubborn doors with rusty, troublesome locks.

As I said, this is a magic key and it has strange peculiarities. It is no good when laid away on the shelf; it is of little value unless used often; it takes a lot of perseverance to use it but those who use it continually find it the greatest key in the world. It will unlock any door if you use it hard enough. Our class has proved its worth; we leave you this [*turns key over to show letters*] Key of Work, hoping you will use it so faithfully that it may bring you success and prosperity.

## CHRONICLES

Now there was, in the land of . . . . ., in the fertile and fruitful county of . . . . ., a certain school where assembled the children, both the young lads and maidens, that they might gather unto themselves much learning from various books of knowledge. And the school increased in equipment and in efficiency, and became much noted for its progress and its up-to-date methods.

And it came to pass that a teacher by the name of . . . . ., a goodly person and much given to training young minds to shoot, did rule that school for many moons wherein she [*he*] did cause the pupils to apply themselves unto wisdom with much diligence.

And it came to pass moreover that one class, this being composed of the most advanced pupils of the school, found much favor in the sight of the teacher, and she said unto herself, "Lo, I will prepare them to take the county examinations, that perchance they may win unto themselves passing grades that shall permit them to go forth from this school clothed with honor and bearing their diplomas with them."



Now the plan of the teacher found favor with the pupils and they began straightway with one accord to make themselves ready for the tests, cramming their heads with the required subjects, studying earnestly; for the report had gone forth through all the county of ..... that the questions were beset with pitfalls, and greatly were to be feared.

But it came to pass likewise that the teacher was an able guide and strong in the battle with Ignorance, so the pupils did make progress and grow in wisdom. And when the time of the examinations did draw nigh she [he] sent them into the conflict with much advice and encouragement, and they read the questions and wrote the answers thereof, each pupil to the best of his ability.

Then the Board of Examiners looked upon the work of their minds and found that it was good; accordingly, word was sent to the teacher, saying, "Set apart for us, to take their places in the ranks of graduates, all these who have acquitted themselves with honor, namely, Henry, the son of Samuel, and Sarah, the daughter of William, and James, and Lottie and Dan and Mary, and [*name all in the class, giving the correct name*]. And in all there were ..... pupils set aside, to whom diplomas should be given.

Then did the teacher and these pupils begin, with one accord, to prepare for the solemn ceremonies of graduation. And the teacher gave word, saying, "Go forth into the highways and invite the people that they may be present at this feast of learning, for we shall have songs and speaking and exercises in which they will find much delight."

And it came to pass, moreover, when they heard this invitation the people rejoiced and they made ready, arraying themselves in their best garments, to go unto the meeting. Then arose the members of the class and with many words and much ceremony, did they take, each one his rightful turn in the exercises, and the people were much

pleased, saying, "What shall it profit a student if he shall spend much time in study and not win a diploma?"

### A MACHINE OF PROPHECY

The one who delivers this places a small stand at the center of the stage, then puts a chair back of it; next the machine is brought in and placed on the stand. It is made of a pasteboard box turned upside down; in the center is a circular opening through which, from the under side, a glass tumbler is inserted, bottom side up, so that half of the glass stands above the box. At the right-hand end of box sew with stout cord a Dover eggbeater, upside down, more than half of it standing above the box. Fasten it in such manner that the handle can be turned and the beaters revolved. In working the machine the speaker turns the crank, then gazes into the up-turned bottom of the glass. A pupil who has assurance and who speaks well can make a hit with this.

SPEAKER [*standing beside table*] :

My friends, I wonder if you have heard  
Of Invention's latest great surprise,  
A contraption occult and mysterious,  
That gives wonderful power to the eyes?  
In fact, this machine is so up-to-date  
That when you look in it you plainly see  
The things that are going to come to pass,  
And what the events of the future will be.

Now, in order to free you from doubt,  
And to prove that my statements are true,  
I'm going to test this machine right here,  
And show you what it's able to do;  
I shall read you the clever foretellings  
Of affairs that will come to pass  
In the future lives of the pupils  
Of this great and illustrious class.  
[*Sits.*]

[*Turns crank slowly, then faster, and gazes into glass.*]  
Well! Well! This shows that .....  
Whose pranks used to worry the teacher,

Has charge of a church in New York,  
 Where he is a much-beloved preacher.  
 Who'd have thought it?  
*[Turns crank.]*

Now it tells me that wise .....  
 Who loved lessons and studied with zest,  
 Is to be a nice old-maid school teacher  
 In a Girls' Seminary out west.  
 That's fine!  
*[Turns crank.]*

What's this? Who would suspect that .....,  
 A gay leader in most of our fun,  
 Is slated to help run the nation,  
 And sit in Congress, in Washington?  
 She'll tell them things!

The next thing I see is a picture  
 Of ..... whose duty is plain;  
 He's to settle right here as a doctor  
 And relieve folks of suff'ring and pain.  
 He won't kill off very many!

Now this magic machine shows .....  
 On as fine a large farm as you've seen;  
 He makes use of up-to-date methods,  
 And pails cows with a milking machine;  
 And listen! He persuaded .....  
 His neat home and his fortunes to share;  
 She makes a fine wife and housekeeper,  
 And looks after the poultry with care.  
 They seem mighty happy!

Next it shows ..... as a lawyer,  
 Winning cases and fame, without doubt;  
 Well, we're not surprised at his calling  
 He always *did* like to argue and spout.  
 I bet he'll charge big fees!

Now I find out that merry .....

Became a trained nurse with the trick  
Of conquering malignant diseases,  
And of taking good care of the sick;  
But ....., a real estate dealer,  
Cast o'er her his powerful spell,  
So she wed him and spends all her time  
In keeping him fed-up and well.  
Maybe he'll live to be ninety!

I see ....., a stenographer,

But her office days soon will be past;  
She's engaged to a preacher in Kansas  
And she's filling her hope chest up fast.  
She'll make him stand 'round!

My sakes! ..... is planning to run  
Next election for the governor of state;  
Well, our class always had a suspicion  
That like as not he'd do something great.  
I hope he wins!

Here's ....., who didn't like boys,  
And used to say she'd be an old maid,  
With a husband and four sturdy children,  
And looks very contented and staid.  
She married a dentist over here at .....

....., I see in Chicago,  
Where he started as clerk in a store,  
But now he has bought out the business,  
And each season his profits are more.  
He married his best-looking clerk  
And lives in style on Michigan's shore.  
He always was lucky!

Ah, me! Here I find .....  
Who was always so loving and kind

After graduating from college,  
 A career of great service did find,  
 She's a teacher over in China,  
 Where she's training the soul and the mind.  
 Little . . . . ., a missionary!  
 [*Rises.*]

My friends, I hope you've been duly impressed  
 With this magic machine and its power,  
 That has plainly shown the future fate  
 Of the class that's before you this hour.  
 And I also trust you'll realize  
 Though we're modest and don't put on airs  
 That our members are destined to play  
 An important part in life's affairs.

## COMMENCEMENT AT CORSON'S CORNERS

### CHARACTERS

MARY	LAWYER
LAURA	POET
ESTHER	SEVENTH GRADER
ALICE	JOE
VALEDICTORIAN	HENRY
HISTORIAN	TOM
PROPHET	JOHN

For a small class the parts can be doubled so this can be given by as few as six if need be. The boys' and girls' parts can be shifted, also, giving some of the boys' parts to girls, and vice versa.

The stage should be prettily decorated with flowers, vines, the class colors, etc. Have chairs set at back of stage. The class march on and take seats with the exception of Joe who comes on after the others are seated.

Let the other numbers of the program come before this, during which time the class will be seated off the stage.

[*Enter Joe.*]

JOE [*striking pose and exclaiming loudly*]: Hurrah for the graduation of the eighth grade class of Corson's Corners!



MARY: Sh-h-h-h-h-h! Don't make so much noise.

JOE: What's the matter?

MARY: Can't you see all the people here? [*Points to audience.*]

JOE [*looking crowd over*]: Sure, I see them—pretty handsome-looking company, I'll say.

MARY: Well, sit down and be quiet; this is a serious occasion.

JOE: I don't feel serious—I'm happy as a lark; I'm going to graduate in spite of my folks telling me I'd fail in the tests. [*Strikes proud pose.*] Some folks are smarter than they look—eh? [*Sits.*]

LAURA: Well, now that these people are here some one ought to say something to them.

HENRY: All right—you're as able to do it as any one. Give them—sort of a little address of welcome. What is it they call it? Oh, yes—a salutatory.

LAURA [*going to center*]: Members of the school board, parents, friends and schoolmates: The members of this class bid you a most hearty welcome to the exercises which shall mark our graduation from the eighth grade. Caesar conquered Gaul, Hannibal crossed the Alps, Alexander subdued the world, but we—have passed our examinations! We are soon to receive the coveted diplomas that shall allow us to enter high school—without even stopping to knock. Other classes may have secured higher grades in their tests; they may be more eloquent speakers; they may even be better looking than we are—

TOM [*interrupting*]: Aw, I don't believe there are better-looking classes than ours!

ESTHER: Sh-h-h-h-h-h! Don't interrupt—it's bad manners.

LAURA: As I was saying, other classes may outstrip us in some ways, but none of them could welcome you more warmly than we do. We are proud of our success and we are proud that you have interest enough in us to be present at this scene of our triumph. We welcome you because we realize how much you have done for us. It is you, the members of the school board and the patrons of this community who have made it possible for us to spend the happy school years which have brought us to the completion of the eighth grade course of study. We salute you as our benefactors.

TOM [*loud whisper*]: She's doing fine—uses big words, I'll say!

ESTHER: Sh-h-h-h-h-h! You'll not get your diploma if you don't behave.

LAURA: It is fitting, my friends, that we introduce to you the members of this class in whose behalf I welcome you. [*Turns.*] Members of the class of 19... [*They all rise and step forward, forming a line across the stage. Each, as name is called, steps out in front of line and bows. Laura introduces each by rightful name and gives a humorous description, such as:*

The most industrious gum-chewer in school.

Gets good marks in deportment because he never gets caught.

Likes the girls but is too bashful to let them know it.

Not only good-looking but bright in her books.

Fond of study and a favorite with the teachers.

Has a good understanding—if you don't believe it look at his shoes.

Likes to talk and, like the brook, can go on forever.

Would be an old-maid school ma'am if she didn't like the boys so well.

[*Other descriptions can be used that fit the various members, taking care not to hurt any one's feelings. When each one has been introduced they pass back to seats and sit.*]

LAURA: My friends, having seen the members of this illustrious eighth grade, I am sure you are not surprised that we have passed our tests and are about to graduate. We trust that before our exercises shall be concluded you will be still more favorably impressed with us.  
[Sits.]

JOHN: Let's have our class song now—I want something that I can take part in.

HENRY [laughing]: Yes, a lot you can sing.

JOHN: Well, I can make a lot of noise anyway; if you don't believe it ask teacher.

ALICE: Yes, let's sing our class song. [They rise and sing.]

*Tune: TO THE FRIENDS WE LOVE.*

- 1—Come classmates, our voices in glad song we'll raise,  
With music tuneful and strong;  
At last it has come, this most noted of days,  
So let us sing our class song.  
Oh, well have we studied and hard have worked,  
Faithful we've been and but seldom have shirked,  
Now, happy fate!  
Isn't it great?  
We're going to graduate!
- 2—Our well-beloved schoolroom we're going to leave,  
And the thought makes us sigh;  
O'er ties to be broken we can not but grieve,  
Sad is the parting goodbye.  
We've conquered our lessons with studious might,  
While our diplomas drew slowly in sight,  
Now, happy fate!  
Isn't it great?  
We're going to graduate!
- 3—Though far we may wander and scattered may be,  
Where and whatever our lot,

In mem'ry this dear school we often shall see—  
 Old times shall not be forgot.  
 And often with pleasure the scene we'll recall  
 When all these kind friends, the large and the small,  
     In solemn state—  
     Wasn't it great?  
 Came to see us graduate!

*[They bow and sit.]*

ALICE: We've a real important class. I think some one should give our history.

MARY: Yes, indeed.

*[If the class is small let one of those who have already spoken take the historian's part; otherwise let some member who has not yet taken part give it.]*

HISTORIAN *[rising]*: I'll do that—I have it already prepared.

*[Comes forward and reads the class history, giving the names of the earliest members of the class, with dates of their beginning school, etc. Give dates of entrance of later members to the class, telling where they moved from—in the case of newcomers in the community—and other items of interest. Mention members of the class who have dropped out, moved away or died; speak of various teachers the class has had; if a new building has been moved into make note of it; if the class has had special social gatherings they can be recounted; give the class flower, the motto, etc. The history should not be long; make a point of having it well read.]*

ALICE: Yes, we're quite an important class. I wonder what we'll all be doing twenty years from now.

ESTHER: So do I.

PROPHET: Well, I can tell you.

ESTHER *[surprised]*: You can?

PROPHET: Yes, I went for a long walk the other day past  
*[mentions some wooded spot or other secluded place]*  
 and I met a clever gypsy fortune-teller, a regular seeress  
 in fact. She told me the future of each member of this  
 class.

JOE: Oh, can you remember what she said about me?

PROPHET: I can remember what she said about all of  
 you—I wrote it down on paper. I'll read "The Class  
 Prophecy."

*[Comes forward and reads a prophecy. If class is small  
 let one who has already spoken give it; otherwise let the  
 prophet be one who has not had another part.]*

PROPHET: And this, class of 19... of the Corson's Corner  
 School, County of ..... of the State of .....,  
 is the prophecy as revealed to me by the noted Gypsy  
 Seeress, Aladoremicio Haurensetania. It is fully war-  
 ranted to be a yard wide and not to fade in the wash.  
*[Continues with a clever bit of prophecy concerning  
 each member.]*

JOE *[as prophet takes seat]*: Huh, I don't think much of  
 that prophecy—it don't say I'm going to be president.  
*[The part of lawyer can also be taken by one who has  
 already spoken, if need be.]*

LAWYER *[rising]*: As lawyer of this event, it now be-  
 comes my duty to read the will of the class of 19..., as  
 drawn up by the members and delivered to me for  
 execution. *[Reads a will formed after the wills found  
 elsewhere in this book, with general transfers, such as:*  
*"We leave to the seventh grade our ability to shine in  
 class recitations," and a number of individual grants,  
 like: "Mary Norton wills to Helen Jones her captivating  
 smiles," and "To Ted Sheldon is willed Henry Dean's  
 snap as teacher's pet."]*

*[Part of poet can also be taken by one of the above-men-  
 tioned characters, if necessary.]*



POET [*as the lawyer sits*]: As the humble poet of this illustrious occasion, it now becomes my great pleasure to read the

### CLASS POEM

A school once had a model class,  
With faces all aglow,  
And brains of splendid quality,  
That rapidly did grow.

Week after week, year in, year out,  
These pupils went to school,  
Where they were *very studious*,  
And *never* broke a rule.

They worked their problems rapidly,  
And learned history with zest,  
And when examinations came,  
Stood high in *ev'ry test*.

Unto herself the teacher said,  
With very doleful sigh,  
"These pupils are so wise and good,  
I'm 'fraid they're going to die."

The girls were charming and polite,  
And fair as they could be;  
The boys were brave and handsome,  
As any you would see.

They soon became a famed eighth grade;  
Time did not hesitate,  
And so the day came rolling 'round  
When they should graduate.

And we, my friends, are that fine class,  
Of noted brains and graces;  
Do not doubt me; just look at us—  
You'll see it in our faces.

[*Sits.*]

*[Let the address to the seventh grade be given either by one of the above-mentioned, or by one who has not yet taken part.]*

ADDRESS TO SEVENTH GRADE [*speaker comes forward*]:

I see sitting before me in this audience, a number of sad, unhappy-looking pupils. Their faces and drooping attitudes betray not only sorrow but fear. They are the members of the seventh grade of this illustrious school—the boys and girls who are to take our places. They are sad at the thought of losing us; they are saying to themselves, “What a tomb this old school will be with the cheerful eighth-graders gone.” Moreover, they are filled with fear because they do not see how they are going to keep up our wonderful record and live up to our reputation.

To these pupils I would say, “Do not despair. You can not help it because you are not as handsome, as wise, as diligent, and as peppy as the class who is graduating. Do the best you can and let the memory of our noble achievements be a comfort, even though you can not live up to them. You are a pretty good class and you’ll make a good showing in spite of the fact that you can not shine with our brilliancy. We give you our blessing and our good wishes; fill our seats but do not attempt to fill the vacancy we leave in this school.” [*Sits. A seventh grade pupil comes forward from the audience.*]

SEVENTH GRADER: Illustrious members of the famous class of 19.., it becomes my duty to thank you for the kind words of encouragement you have just spoken. We shall do the best we can to fill your places, but we are wondering how in the world we shall be able to do half the mischief in school that you were responsible for, or how we shall cause half the commotion you did. Yes, we shall miss you—it will be nice and quiet with you gone; we ought to be able to settle down and do some good studying with you out of the way.

In behalf of the seventh grade I congratulate you upon your success in making the examining committee think you were smart enough to be awarded diplomas of graduation. You certainly fooled them well! I feel it is fitting to tell you that teacher said the other day that you are a fine class; [*Loud clapping by the class*]. She said you are a smart class [*more clapping*]; she said you will make good students in high school [*louder clapping*]; but she said that you couldn't hold a candle to what WE of the SEVENTH GRADE shall do when we take your place. [*Members of the class look quite crushed, the speaker laughs.*] I thank you for your kind advice but—keep your eye on US. [*Bows and returns to seat.*]

POET: Wouldn't that frost you!

VALEDICTORIAN [*comes forward*]: Ladies and gentlemen, schoolmates, and classmates: The best of things will have an end and this highly novel program is drawing to a close. On some occasions the best part of an entertainment is saved until the last, but today the last is the worst for it brings the saying of goodbye.

As valedictorian of this departing class I have the sorrow of bidding farewell to the scenes and associates which shall soon be bereft of our happy presence. Schoolmates, we know you have enjoyed us and are grieved to have us leave, but the alluring inducements of high school call us to steeper climbing up the grade of Mount Knowledge. We can only say your loss will be high school's gain—perhaps.

To the vigilant school board we say a comforting farewell with the assurance that you will be relieved from the pocket knives that *would* scratch the seats no matter how hard noble hands tried to prevent it, and from the tread of eager feet that wore out the doorsills in their great haste to get out on the playground.

Beloved teachers[s], farewell. You will never—probably—be annoyed by another such a lively eighth grade.

We can only say, to lessen your grief at losing us, that the memory of our pranks and shortcomings will stay with you for many a long day to come—a memory which ought to cheer you with the thought that the infliction of our presence has been shifted to other teachers in the realms of high school.

Dear classmates, our disputes and quarrels are a thing of the past; our class is about to dissolve; no longer shall the boys tease the girls and the girls seek to boss the boys with a domineering hand. Some of us shall continue together in school, but the old ties are broken. Yet let us never forget the happy years we have spent together in the grades; in spite of our faults, let's love each other still and take up our new duties with our motto "....." inspiring us to further achievements. [*Sits.*]

HENRY: Say, that makes me feel sort of sad—let's give our class yell to cheer us up.

[*They give with great enthusiasm*]:

Clickety-clackety, rickety-rackety,  
 Fee-foo-fie-fum-fee,  
 Snickety-snorkety, dickety-dorkety,  
 See, oh see, oh see;  
 Mickety-mackety, clickety-clackety,  
 Graduates are we!

If diplomas are to be presented it can be done at this time.

MARY: Dear friends, we thank you for your interest and kind attention; with our closing song we shall close this program and the career of the class of 19... [*They sing*]:

*Tune: DIP, BOYS, DIP THE OARS.*

1—Our eighth grade work is done, friends,  
 Our hopes are mounting high;  
 The victory is won, friends,  
 And now we'll say goodbye.

## CHORUS:

Forward, waste not time,  
 Learning's pathway we still must climb;  
 Forward, this our rule—  
 We'll meet again in high school.

2—The future does not fright us,  
 Our part we'll bravely play;  
 Its mysteries invite us,  
 We'll work—let come what may.

## CHORUS

3—Farewell, we've had our say, friends,  
 Our grade school days are o'er;  
 And soon we'll sail away, friends,  
 Unto an untried shore.

## CHORUS.

**MODERN BUCCANEERS**

## For Four Boys or Three Boys and a Girl

In a class where boys are limited the part of the VICTIM can be taken by a girl; where there are plenty of boys let a few others be included who sit grouped on the stage and take part in the yells and the songs.

The BUCCANEERS wear bright cloth sash knotted at one side, with a knife, pistol or hatchet slipped through it; a bright cloth of different color knotted about the throat, and a long, down-turned mustache of black paper sewed to a strip of adhesive tape. Some wear colored cloth tied over the head, the others dark felt hat turned up across the front, ornamented with a bright strip of cloth. This costume can be put on very quickly without disturbing the graduation suit. The victim makes no change of costume, merely carries a suitcase.

The stage should have several boxes with bright cloth thrown over them, on which the BUCCANEERS sit.

Two or more BUCCANEERS sit on the stage; a scuffling of feet is heard outside.

Enter a BUCCANEER pulling the VICTIM who carries the suitcase.

BUCCANEERS [*on stage, rising excitedly*]: What, ho! A victim!

PIRATE [*holding Victim*]: Yes, a right desperate struggle have I had bringing my prey to the camp of the buccaneers. I wot me not what treasure is in this case, but mayhap it shall prove worthy of the find.

FIRST BUCCANEER [*coming over*]: Let us see what is in the queer little trunk.

VICTIM [*drawing back*]: No, no, you shall not touch it.

SECOND BUCCANEER: I hope me it is filled with valuable treasure. Let us find out.

VICTIM: It contains a treasure and one I shall not part with.

FIRST BUCCANEER: Ha, we shall see about that.

PIRATE: But remember I am to have the largest share because I waylaid the Victim and dragged him to our retreat. I shall open the chest. [*Move of taking it.*]

VICTIM: You shall not touch it—I defy you.

SECOND BUCCANEER: Since when was such impudence known? Who shall defy us of the Spanish main? [*The Buccaneers stand in a group and sing lustily*]:

*Tune:* MUSICAL ALPHABET.

We're the roving buccaneers,  
Sail we o'er the Spanish Main,  
Always on the lookout we,  
For a bit of hidden gain;  
Brave and lusty buccaneers,  
Quite impervious to fears,  
He who doth our word defy,  
Let him heed—he's apt to die!



PIRATE [*glowering at Victim*]: Die—I'll say so!

VICTIM [*trembling but trying to be brave*]: At least you shall not take my treasure.

FIRST BUCCANEER: We shall be the ones to say. No treasure yet ever escaped us that we were this near to.

VICTIM: But my treasure is of no value to you—it is only I who can use it: Let me go in peace.

PIRATE: Perhaps we'll let you go, but we shall keep the treasure.

ALL THE BUCCANEERS [*loudly*]:

What, ho, now oh!

Here we go, oh!

What it is our search shall show, oh!

Soon its value we shall know, oh!

[*They all make a grab for the suit case, take it away from the Victim, who wrings hands with despair, and quickly open it.*]

VICTIM: Oh, don't, please, please, don't get it dirty.

PIRATE [*holding up a diploma rolled and tied with ribbons*]: Blood of murdered innocents! What is this?  
[*They pass it about and look at it with great disgust.*]

SECOND BUCCANEER: Surely it is worthless. Nothing of value would be tied up with colored ribbons. Bah!

VICTIM: I guess it isn't worthless—it's my diploma from the Eighth Grade.

FIRST BUCCANEER: Diploma! What, me wonders, can a diploma be? [*Each one mutters "Diploma" and shakes head perplexed.*]

VICTIM: Please don't get it dirty or crumpled.

PIRATE [*angrily*]: And not another thing in this little chest but that accursed paper.

SECOND BUCCANEER [*savagely to Victim*]: And have you no coins in your pocket?

VICTIM: No, nothing in my pockets, but I've got a lot of knowledge in my head; that [*points*] diploma proves it.

ALL THE BUCCANEERS: Knowledge—hah! hum; Blah!

VICTIM: You ought to hear me spell. [*Spells very rapidly.*] I-n-d-i-s-p-e-n-s-a-b-i-l-i-t-y, t-r-a-n-s-u-b-s-t-a-n-t-i-a-t-i-o-n, p-r-o-l-e-t-a-r-i-a-t, p-a-r-s-i-m-o-n-i-o-u-s. [*The others draw away in horror.*]

FIRST BUCCANEER: Let's send him away. It might be catching.

VICTIM: Yes, let me go. [*Grabs diploma, takes suitcase and runs off.*]

PIRATE [*great disgust*]: Foiled again!

CURTAIN.

## THE PATH OF KNOWLEDGE

## CHARACTERS

JUNE,  
THE WAYFARER,  
IGNORANCE,  
IDLENESS,  
DILIGENCE,  
DORA,

AVA,  
GRACE,  
RUTH,  
DONALD,  
GUY,  
NED.

JUNE should wear white gaily trimmed with vines and flowers.

WAYFARER has dark suit, a cap, and carries a staff. IGNORANCE and IDLENESS are draped in somber robes reaching the floor.

DILIGENCE is gowned in light dress with attractive trimmings; over this, with hood attached, she wears a dark robe that hides her gown. She must be able to throw the robe off quickly.

The boys and girls dress as for graduation.

If class is small the parts of WAYFARER, JUNE, IGNORANCE, IDLENESS and DILIGENCE can be taken by other members of the school.

[*Enter Wayfarer.*]

WAYFARER [*looking about curiously*]: Say, I wonder what is going on here, anyway; looks as if there's to be some important doings; must be going to have a celebration. [*Goes over to side*].

[*Enter June, looks about happily.*]

JUNE: Yes, it looks very charming. The setting is worthy of the occasion, I am sure.

WAYFARER [*approaching*]: Pardon me, but is there something special going on here today?

JUNE: Something special? Yes, indeed, I should say so.

WAYFARER: Some kind of a meeting, is it, or is it a party?

JUNE: Not a party—there is to be an important program.

WAYFARER: Oh, with speaking and such things?

JUNE: Yes, and it is really going to be quite fine.

WAYFARER: I wonder if I could stay.

JUNE: Yes, I'm sure you may; every one is invited.

WAYFARER: Do you have part in it?

JUNE: I'm not one of the speakers—my part is already done. You see, I am [*bows*] June, and this occasion is part of my most important work. I bring, all over the land, the joyous days when boys and girls graduate—many of them from high school, many others from the eighth grade. I also bring the sunny days and the lovely flowers with which to beautify the graduation scenes. [*Proudly*] No month brings more important occasions than these Commencements.

WAYFARER: That's fine! I'll just stay and see what goes on. [*Looks about.*] Where shall I sit?

JUNE: You better not sit here—they might call on you for a speech.

WAYFARER: A speech? Oh, my gracious—I'd be scared dead to have to say anything on a grand occasion like this. I'll just go and sit down there [*points to audience*] where I won't be noticed. [*Goes off and takes seat with audience.*]

[*Enter Dora, Grace, Ava and Ruth.*]

DORA: Oh, dear June, how glad we are you have at last brought this happy day.

GRACE: It did seem as if you were dreadfully slow in getting here.

JUNE: Perhaps so, but think of all the important things to be done—the flowers to be brought into bloom for decorating—

THE FOUR [*looking about stage*]: Yes, indeed!

JUNE: All the examination questions to be made out—

THE FOUR [*gestures of despair*]: Oh, those tests!

JUNE: All the pretty dresses to be made—

THE FOUR [*looking at dresses proudly*]: Oh, yes!

JUNE: Besides the diplomas to be made out, the programs to be prepared, and various other duties. These Commencements call for a lot of work.

AVA: You, dear June, how we love you for all the joy you bring us.

*[June stands at center of stage; two girls take places at her right, the others at her left. The four girls sing happily.]*

*Tune:* THE DEAREST SPOT.

1—She comes and brings us joy supreme,  
 Our fairest June;  
 She brings the day of which we dream,  
 Our June, dear June;  
 With her blooms our bowers filling,  
 Sunshine bright, and bird songs trilling,  
 And young hearts with rapture thrilling,  
 Our June, dear June.

REFRAIN:

Commencement, day of promise bright,  
 Is here, is here!  
 Diplomas soon will be in sight—  
 Our hearts to cheer.

*[The five girls sing the refrain; during the first line they join hands and take five short steps side-wise, to the left; during second line they come back to center with three longer steps; on third line they go out the same as before to the right; back on fourth line to places.]*

2—*[By four girls]:*

We've studied hist'ry and such things  
 To labor's tune,  
 But rich reward to us she brings,  
 Our June, dear June;

Knowledge now our heads inflating,  
 Though our hearts are palpitating,  
 We are here for graduating,  
 All hail to June!

REFRAIN AS ABOVE.

JUNE: Thank you, dear graduates, for your kind words. I hope to meet you all again on a yet more important occasion when you graduate from high school. Remember, this is but a beginning. You'll excuse me if I slip away now, for I have other scenes to visit. [*Goes off.*]

RUTH: Girls, this is a happy day for us, yet I'm sad, too.

DORA [*surprised*]: Sad? Why sad on this long-expected occasion?

RUTH: To think we are saying goodbye to these dear familiar scenes and our schoolmates. We'll never have quite such a good time in high school, I'm sure, as we've had here in the grades.

Though it may not be imposing  
 In size or architecture,  
 And the value of its walls may be  
 A matter of conjecture,  
 'Tis there we spent the happy hours  
 That enabled us to learn  
 Readin', 'Riting' an' 'Rithmetic,  
 And History's battles stern;  
 And though the coming years of life  
 Call us to diverging ways,  
 Let us ever love the old school  
 Of our care-free, youthful days.

GRACE: Yes, indeed. I propose a toast to—

[*Enter Ned, Guy and Donald.*]

NED [*as he enters*]: What's that about toast? Pass it around, please. I like toast—if it is well buttered.



GRACE: This is a different kind<sup>d</sup> of toast and it is to be spread with affection.

GUY: Affection? Is that a new kind of marmalade?

DONALD: You girls are saying queer things—has your joy over Commencement gone to your heads?

GRACE: Of course not. We were just saying how we love the school we are leaving and

NED [*striking pose*]:

Dear scene of battles with my books,  
Of teacher's gibes and frowning looks!  
I love you true—I do, I DO!

DORA [*laughing*]: Oh, hush! This is a serious occasion and we want to hear the toast Grace is about to propose.

GUY: Sure! I'm glad it's toasting—what I've been used to in the afore-mentioned school is—roasting!

GRACE:

Here's to our school and each loved spot  
That fondly pleads, "Forget me not;"  
Here's to our school, and may you and I  
Cherish its mem'ry as years pass by.

ALL THE OTHERS: So say we all of us!

[*Enter Ignorance and Idleness.*]

IDLENESS: We came to congratulate you upon this happy occasion.

IGNORANCE: You must be glad to escape your prison walls.

DONALD: Say, to what prison are you referring?

IGNORANCE: That tiresome schoolroom, of course. Foolish to waste time there—I hain't never went to school an' look how smart I be.

IDLENESS: And think of the terrible work getting ready for those awful exams. Whew!

AVA [*coldly*]: Who are you, please?

IGNORANCE AND IDLENESS [*gaily*]:

We are two I's and we can plainly see  
How fine it is from study to be free.

IGNORANCE:

I'm Ignorance—I don't know very much—  
Hain't got no time fer histery an' such;

IDLENESS:

I'm Idleness, I have no love for work;  
I'm fine authority on "How to shirk."

[*They join hands and dance about gaily as they chant with a loud sing-song*]:

Ignorance and Idleness, you'll find us oft together;  
We always take life easy, no matter what the weather.

AVA: Well, what do you want here?

IDLENESS: We thought that now you're through school  
you might like to have some good times with us.

DONALD: Who says we're through school? We are going  
to have a vacation, then we'll start in high school. We  
have a number of years of study before us yet.

DORA: I should say so.

IGNORANCE: Shueks, haint you silly? I gits along all  
right without book larnin'.

IDLENESS: What? More years spent in gettin' ready for  
exams?

NED [*with spirit*]:

Tell us not in mournful numbers  
Of the tests we have to take,  
For exams, though often tiresome,  
Keep us mentally awake.

Tests are real! Tests are earnest!  
 Sometimes they're so hard, alas,  
 That it takes a heap of thinking  
 'Fore a fellow gets to pass.

Go to school for education  
 Is the duty we are shown,  
 And to study, so when tests come,  
 We'll get grades we're proud to own.

Tests are long and time is fleeting,  
 But our courage ne'er abates,  
 That is why we've nobly conquered,  
 And are Eighth Grade Graduates.

IDLENESS: Yes, you're proud that you're going to get your diplomas, but after all, what do they amount to? Just pieces of paper.

DORA: Perhaps so, but they mean a lot; they mean that we have completed a regular course of study.

GUY: And that we passed the exams in all the subjects—don't forget that.

DONALD: Yes, and those pieces of paper give us the right to enter high school and continue the studies that we need in our education.

IGNORANCE: Say, what you folks want to larn more books for, I don't see; you know heaps already.

AVA: Oh, goodness, no! We have only made a beginning; our real work is still to come. Eighth grade graduates have merely laid the foundation for an education.

IDLENESS: But what's the use of all that studying when you can just as well take it easy? [*Confidentially*] Now let Idleness tell you a few things and—

NED [*angrily*]: Look here, what do you two mean by coming here on our graduation day with this foolish talk?

DORA [*with spirit*]: That's what I want to know, too.

IDLENESS: W'y—we thought this was just the time to get you over to our side.

IGNORANCE: An' Idleness an' me has got a good offer to make you folks an'—

GRACE: See here, classmates, let's annihilate these two—let's exterminate them; let's incapacitate them for—

IGNORANCE [*pulling Idleness over to side*]: Say, I don't like the sound of them big words; I dunno what they means, but they sounds bad to me. Mebbe we better go.

IDLENESS: I think we better; we can't do anything with these high-headed graduates.

GRACE [*excitedly*]: Let's excruciatingly bombastigate them and—

IGNORANCE [*looking at her in terror*]: I—I'm—goin'. [*He runs off, followed by Idleness.*]

GUY [*as they all laugh*]: Good for you, Grace. A woman's last word often proves too much for her enemies.

GRACE: Enemies—yes, that is what they are. We must avoid Idleness and Ignorance if we mean to secure an education.

DONALD: Indeed we must.

AVA: Do you know, I dread high school—the studies are so difficult.

[*Enter Diligence.*]

DILIGENCE: Yes, the studies are difficult, my young friends, but if you will let me become your guide and helper, I am quite certain that I can get you successfully through high school. [*The boys and girls move over to one side and eye here unfavorably.*]

RUTH: I don't like her looks—she isn't a bit attractive.

NED: No, she isn't pleasing.

AVA: She doesn't look as if she would show us a good time.

GUY: She certainly doesn't.

DONALD [*moving forward and speaking to Diligence*]: What have you to offer us? We wish some inducement if we are to follow you.

DILIGENCE: I can offer you nothing alluring—only hard work and a close attention to duty.

RUTH [*sighing*]: That doesn't sound pleasing.

DORA: What is your name, please?

DILIGENCE: I am Diligence; I am noted for industry and perseverance, the two qualities with which I shall help you to acquire an education. Will you not come with me, young friends?

NED: Let's not go—she looks too sombre.

GUY: Let us follow Knowledge instead; I'm sure she will be more attractive.

AVA: That's what I say.

DONALD [*to Diligence*]: No, thank you, we prefer not to go with you.

DILIGENCE [*sadly*]: I am sorry. You would find me a good leader and never regret your choice. [*She goes back of them across to the edge of stage, where she drops her black mantle, then comes to center of back and halts.*]

GRACE: She had a fine face—perhaps we should have followed her. [*She looks around and sees Diligence in her light gown.*] Oh, see! She is the same and—yet so different.

AVA: How alluring she is—why didn't we follow her? [*They stand, part at each side of stage, watching her sadly.*]

DONALD: I wonder if it is too late now.

DILIGENCE: Yes, I am attractive now—a friend of whom you could be fond and proud, for I have changed my name. I am not sombre Diligence; I have become Knowledge, whom you are seeking to win. Only those who follow me as Diligence can know me as Knowledge.

RUTH: Oh, Knowledge, it is you we are seeking.

DILIGENCE: Then you must find me through Diligence, with industry and perseverance. [*Goes off.*]

GUY [*as they move to center and stand in a group*]: She has given us a vision of the future. Today we receive our diplomas that admit us to the wider realm of high school; let us resolve, Classmates, to follow Diligence, unattractive though she may seem, for she it is who leads us to the coveted fields of success.

DONALD [*pettishly*]: All that work sounds tiresome. I like a life of gayer tune—why can't it be forever June?

NED [*doubtfully*]: Still, they say the happiest life is the life of work.

RUTH [*with energy*]: Yes, and only work will get us where we wish the future years to find us. Come, Classmates, let's band together and follow in the steps of Diligence.

GUY: That's what I say. I don't want to stand with arms akimbo and watch others win success.

DONALD: I give in—lead the way.

ALL [*with great spirit as they pass off in single file with energetic steps*]:

To the fields of Success, by way of  
The path of Diligence.



**SALUTATORY FOR HIGH SCHOOL**

LADIES AND GENTLEMEN, FRIENDS AND SCHOOLMATES:

School life is a stage where each student plays his little part in the drama of education. Today we assemble for the last scene, the finale which brings the end of high school and the commencement of new endeavors. To you who have in former years attended various ceremonies of graduation this occasion may seem like "the same old thing," but to us, the actors of the drama, it is a thrilling event. It is our first attempt at staging a High School Commencement, and the scene is as wonderful to us as if we were the first class to appear before an admiring public. To you this may be but an hour of pleasant entertainment—at least we trust it may be pleasant—but to us it is a scene of triumph. Having fought the long-drawn-out battle with our books, we are to be crowned with diplomas which pronounce the "Well done, thou good and faithful student" of the faculty and board of education.

In behalf of the faculty and the members of the class of 19.., I welcome you to this scene of our final efforts. The sea of faces before us, beaming with interest and admiration—at any rate, we hope you are admiring us—thrills us with satisfaction. It makes us feel that you, too, regard this as an important occasion. We welcome you, dear friends, but we trust you also have a welcome for us. We are to leave our places as students of the ..... High School, and take up our work among you as wage earners, home makers and builders in the walls of Time. We hope that as we welcome you today, you will respond with a kindly welcome to us as we join your ranks in life's broad school of experience. We shall need not only your welcome but an occasional helping hand to take the place of the pushing, the pulling, the boosting and the assistance given us by the patient and capable members of the high school faculty. They have done their best for us but we shall need further help from you, dear friends, who have gained wisdom through contact with life.

This is indeed *our* day. Even the faculty members fade into insignificance beside us. We stand here, fearlessly before them, free to speak as we will without the intimidating thought that they may call us down tomorrow for levity of thought or action. If you are not overmuch impressed with our looks we ask you to remember that "True greatness is within, not without." Should you not be greatly moved by our words of wisdom and oratory, we would remind you that "Still waters run deep." At any rate, if we are not especially distinguished as a class, we are proud to be here this evening; we are both proud and pleased to welcome you to these, our ceremonials of victory.

## SALUTATORY RESOLUTIONS

LADIES AND GENTLEMEN:

WHEREAS, The members of the Senior Class have acquitted themselves so creditably during their High School years that their heads have become filled with much and various learning; and

WHEREAS, The Board of Education and the members of the renowned Faculty of said school have decreed that the aforementioned class shall be transferred to other and diverse fields of learning and of labor; and

WHEREAS, This hour has been set apart for the enactment of ceremonies sacred to the time of Graduation, and the people of this community have been bidden thereto; therefore, be it

RESOLVED, That we, the members of the Senior Class, herewith assembled in the glory of our might, do jointly and as individuals bid you a most cordial and gracious welcome to this scene; and be it further

RESOLVED, That we express our deep appreciation for your interest in us and our work, as evidenced by this enthusiastic-appearing assemblage, gazing now upon us with beams of admiration; and likewise, be it

RESOLVED, That we pledge to entertain you in a manner intended to prove both our welcome and our gratitude.

In witness whereunto, I do here appear before you with word of mouth, on this ..... day of June, 19...

## SALUTATORY

MEMBERS OF THE BOARD OF EDUCATION, LADIES AND GENTLEMEN :

In behalf of the class of 19..., of the ..... High School, I extend to you the greetings of this happy occasion. There can be no more important meeting than one where loyal citizens of the community gather in the interest of education, and the members of the class about to graduate are proud to welcome this enthusiastic company.

Among the many important things the Pilgrim Fathers of New England did for this land was to establish the principle that universal education is necessary for the advancement of a nation. Those sturdy pioneers came to America in search of freedom, and they understood that to be free a man must have some chance for education. They were zealous patriots who knew the real essentials of manhood, and one of their burning desires was the education of their children. They were poor; the colonies had a struggle for existence; yet as early as 1647 the General Court of Massachusetts ordered every town having fifty householders to establish a school to teach children to read and write; they ordered every town having one hundred householders to set up a grammar school, the master of which should be able to fit youths for the university. Such action was unprecedented in the history of the world up to that time. Anxious for the higher education of young men who should become teachers and leaders, they founded, at an early day, colleges to promote the intellectual life of New England. Connecticut followed the example of Massachusetts in establishing schools and even gave birth to the manual training schools of today by requiring boys who were not able, or were unwilling

to attend the grammar school, to be apprenticed to learn a trade. Wise Pilgrim Fathers! They knew the future of not only New England, but this nation depended upon a trained citizenship.

This deeply-rooted desire for public schools spread across the continent. The school house, however humble, followed closely the early settlements of the western pioneers. Had those sturdy forefathers chosen a slogan, it might well have been:

### By Our Schools We Conquer.

My friends, I am glad to see before me tonight this company of men and women, warmly interested in the schools of your community and earnestly working for their advancement. You are interested not only in the education of your own children, but in the sons and daughters of your townspeople. You desire to give each youth of the community a chance to acquire an education, and our schools are a daily evidence of your scholastic patriotism. Every worthy and persevering boy or girl has an opportunity to secure some kind of an education, not with the crude equipments of the early New Englanders, but with the luxurious furnishings of up-to-date culture.

In welcoming you to this Commencement which marks the close of our career as High School students, the class of 19... would endeavor to express to our Board of Education, and the loyal patrons who stand back of them, our deep appreciation for the advantages you have given us. With guiding watch-care and generous intent you have supplied us, year by year, with that most priceless of endowments, a liberal education. We stand before you tonight, animate evidence of what dear old ..... High can do for raw products. We have not the eloquence of Cicero, nor the oratorical power of Demosthenes, but in our humble way we shall try to express our appreciation of your dowry and to prove that the work of the school has not been entirely in vain.

We are happy tonight, dear friends; we feel that the years of high school labors have brought us to this goal toward which we have eagerly looked forward. We are proud to stand before you as graduates of your school; we welcome you and thank you for your interest in us on this occasion.

### VALEDICTORY

LADIES AND GENTLEMEN, MEMBERS OF THE FACULTY,  
SCHOOLMATES AND MEMBERS OF THE CLASS OF 19...

The onward-winging flight of time has brought us to the terminal where we must recheck and start out on new and untried roads. Good Old Mother High School has written "Finis" upon our pages and is sending us forth to prove the worth of her endowments. To many of us this education is the only capital we shall have in making our start in life; therefore it is fitting that we pause to express our gratitude as we say farewell. While we do not at this time realize the full value of our high school training, we *do* appreciate the fostering care of our school and its loyal corps of teachers.

Our high school days are finished, yet they shall still be ever present; we are carrying them with us, not only impressed upon our memory, but indeed a very part of us, mentally, morally and physically. On into the long years of the future this school training shall form an important part in our experiences and achievements. The opportunities of the class room have passed, but the opportunity for making the most of what we have acquired in school, is just beginning.

The value of modern education is its wide range of courses, offering to each student the culture suited to his individual needs; it seeks to give him that which will help him do the best work and to become the best man. Literature, physics and chemistry, languages, commercial training, domestic science, manual arts, agriculture—all these offer their special courses. Fortunate indeed are we who have the advantages of the modern high school.



Never has the value of education been so fully realized. Our schools are thronged with young men and women eager to secure this capital which is life's most reliable equipment. Never were there so many skilled instructors, each a specialist in his line, ready to train the mind and the hand. In view of these facts, we wish to say, as we leave these beloved scenes, that the class of 19... of ..... High, is deeply grateful for the privileges and opportunities of these four happy years.

To the members of the faculty we say goodbye with sincere regret. We have often been idle and heedless; we have failed to measure up to your requirements, but your patient instruction and your inspiring messages have not been sown on barren ground; in years to come your work shall still bear fruit. Promises are mere words, yet we pledge you tonight a goodly return for your efforts with us. We thank you and shall retain happy memories of our days in your classrooms.

Schoolmates, we say farewell with the hope that you may "carry on" loyally and diligently. Do your best, both for yourselves and for the glory of ..... High. Looking back over the years we have spent within her walls, this is our parting admonition: "He has the least to regret who makes the most of his opportunities."

Classmates, we have been bound by strong ties. Our class has been a real factor; our class spirit has been an important part of our school life. We are not merely classmates—we are friends, firmly knit by the joys and sorrows, the hopes and fears, the ups and downs of our career in high school. Together we endured the greenness of freshmen; together we indulged in the mad pranks of sophomores; as juniors we upheld each other in our growing importance; as seniors we have banded together to sustain the dignity of our rank. Dear classmates, as members of the alumni, let us stand together in giving our best to life and winning laurels for dear old ..... High.



Great men and great opportunities are rare; we may never meet the flood that carries us on to fame and unusual achievement, but let us perform nobly some work that shall be of service to humanity. Let us remember that education should fit us not only for success in our chosen work—it should make us better patriots and useful citizens. Let us treasure the memory of these happy years and be true to the best teachings they have given us, with ever a warm spot in our hearts for the members of this, the beloved class of 19...

## VALEDICTORY

LADIES AND GENTLEMEN :

As valedictorian of the class, I am supposed to bring you the farewell of these distinguished disciples of learning who appear before you. Most of you have attended former Commencement ceremonies and from your resigned looks I know you are expecting me to "stand upon the threshold" and bore you with the same old eulogies, obsequies and sad goodbyes. You think you know, almost line for line, what I shall say from the panegyrics of

"The School and the Faculty we love with all our heart,"

down to the

"Farewell, farewell, dear classmates—the hour has come to part."

Ladies and gentlemen, you are mistaken! This valedictory is going to be different. Our class is different; there have been very brilliant classes who have graduated from this school but—ours is different; there have been classes who were very handsome but—ours is different; there have been classes noted for fine behavior and deportment but again—ours is—different! And since we are different from others who have gone before, it is fitting that this valedictory shall be—different.

I am not going to refer to the vast stores of knowledge this class has acquired "along the pleasant paths of High School," because, as a class,

"There is so little learning in the wisest of us,  
And so much of wisdom in the dullest of us,  
That it isn't fitting for the best of us  
To talk about the rest of us."

I really would like to thank the Board of Education for their careful attention to the needs of our class and their generosity in giving us up-to-date appliances; I'd like to thank the members of the Faculty for the persistent way in which they have polished us, mentally, morally and physically, but I just can't do it for this parting effort *has* to be different.

I can't even exhort the members of the class of 19.. to "go forth with high ideals and loyal hearts to win laurels for the dear old school"; but that doesn't worry me because our attempts at meeting examinations and our diligence in preparing for them assures me that we'll be able to stand up pretty well under the trials of life. How well we remember the scenes just before those exams.

There was studying in hot haste, and brains in need  
Of midnight cramming and impetuous ramming  
Gained stores of knowledge with incredible speed;  
There was swift gathering of books that had been  
    spurned,  
And rapid scanning of lessons but half learned,  
Until, with minds burdened and fairly numb,  
Grappling with dread, our senses well-nigh dumb,  
We whispered with brave lips, "The tests! they come!  
    they come!"

Yes, I am quite confident that when

"Thoughts of failure come like a blight,  
And images of hard tasks make us to shudder"

we shall look back upon the tests of our senior year and go on to victory.

Schoolmates, classmates, this is no funeral occasion. Though we may expire as seniors, the class of 19.. shall still live on.

“There is no death! What seems so is transition”;

and bound by the ties of these years in ..... High, we shall live more actively than ever before.

We are leaving for various lines of study and of labor, but remember—we are—different;

“Let there be no sadness of farewell when we embark.”

---

## Class Day Exercises

### THE PRESIDENT'S PROCLAMATION

In accordance with the power vested in me as president of the Senior Class of this, the ..... High School, I, the aforesaid and above mentioned president, realizing the importance of the eagerly-watched-for goal we have at last attained, and deeply thankful for the miraculous escapes we have had from examinations and other dangerous pitfalls, do hereby name, proclaim, and set aside this, the [date] of [month], Nineteen Hundred and ..... as the greatest day in our eventful student lives.

In recognition of the importance of this day, not only to the members of the Senior Class, but to the community at large, I do hereby proclaim this as a day to be set aside for student frivolities and scholastic ceremonies; to be appropriately celebrated with speechifications, reverberating vocal melodies, and various and diverse forms of jollification in keeping with the dignity and lofty position of the aforementioned Senior Class.

I do hereby likewise enact and decree that with profuse and extensive expressions of gratitude we shall return thanks to the faculty members who have—by hook or crook—pulled us through the many and various classes of High School; and to the townspeople who have not only supplied us the privileges of the said school, but have endured our delinquencies as students.

In recognition of the four years of victorious sliding through classes and bluffing our teachers, and of the various and illuminating bits of knowledge pounded into our heads by said persevering instructors, I do request that each member of the Senior Class enter into the ceremonials of this day with proper spirit, that we may demonstrate our ability and establish our record as the most brainy and noisy class yet sent forth by this justly-famed ..... High.

To the proper enactment of which, I hereby give my voice, backed by the power vested in me as president of this class.

## CLASS CREED

Since it has become quite the fashionable thing to formulate a creed and flaunt it as evidence of one's ability to at least believe something, we, the class of 19.., would proclaim to you the beliefs that strengthen our class spirit and bind us to our school and to each other.

I—We believe in our dear old ..... High and in the advantages she offers; we believe in her ability to turn out the finest prospective citizens of the land. There may be other good schools, but for us this, our fostering mother, stands pre-eminent. We shall continue to believe in her during the years to come.

II—We believe in the worth and the ability of the school faculty. We believe in the lessons they have impressed upon us and the principles they have instilled in our characters.

III—We believe in this community and the state of which we are to become a working part. We believe in her future greatness and are glad to be identified with her aims, her institutions and her people.

IV—We believe in our class motto, ".....," which shall be an incentive to us, during the years of the future when hardships overtake us and trials beset our paths. With these words inciting us to greater achievements, and brightening the hours of discouragement, we believe we shall eventually win laurels for ourselves and the school this motto represents.

V—We believe in ourselves. Though we may not impress the rest of you as being extra bright, extraordinary or liable to set the world on fire, yet we believe that we are going to do things in life and do them fairly well. If we can put as much enthusiasm into our work as we have

put into our class yells we shall be able to make the world sit up and take notice.

This is our creed and we believe these faiths shall enable us to press on with courage, meet obstacles with endurance, and conquer through perseverance.

## CLASS INVENTORY

### LADIES AND GENTLEMEN:

After having taken a close and searching inventory of our educational assets and properties, we find the following accumulation of knowledge carefully stowed away in the dusty recesses of the brains of the class of 19... all of which has been duly appraised at face value—at least most of the girls got by on their faces—by the members of the Board of Education.

**SPELLING**—Small collection of familiar words; for all others the dictionary is consulted.

**READING**—Fairly large collection of words found in up-to-date stories can be read with ease if not eloquence.

**ARITHMETIC**—Examples involving the spending of money can be worked without difficulty; those concerned with the saving of money are seldom mastered.

**WRITING**—All varieties from rabbit tracks to flowing lines with graceful flourishes. Much used in penning love notes.

**GRAMMAR**—Most of the rules grown rusty and weak through long disuse.

**GEOGRAPHY**—Rather hazy on all except local spots that are desirable for picnics, camping, boating trips, etc.

**HISTORY**—A good supply of stories and general outlines, but weak on dates and foreign names.

**CIVIL GOVERNMENT**—Good supply of practical knowledge, this having been acquired by the boys who desire to become members of Congress and other public bodies, and by the girls planning to become noted suffragettes.



GEOMETRY—This knowledge is mostly reposing undisturbed, in the books from which it was supposed to be gleaned, the lines and angles having failed to penetrate the bony structure surrounding the brains of the class.

ALGEBRA—The knowledge of this subject is confined largely to an acquaintance with the letters x, y and z.

ANCIENT HISTORY—Too out-of-date to be of any use.

LITERATURE—Speaking acquaintance with Skakes-son and Tennyspeare; well-stocked with modern story writers.

ENGLISH—Impressive collection well colored with modern slang.

LATIN—A dead loss—even all interest in it having died.

With this supply of deeply-shelved information the class makes its get-away from high school.

## NEVERMORE

A class poem with apologies to Poe

On an evening near Commencement  
While I pondered gladly gloating,  
O'er the long-wished-for diplomas  
That we soon should have in hand;  
As I dreamed thus, fondly smiling,  
O'er Commencement scenes beguiling,  
Suddenly there came a tapping,  
Came a gentle little rapping,  
Quite distinctly on the door.

From my easy-chair uprising  
I discovered—sight surprising,  
A sleek Raven, like you've all seen  
Half a hundred times, and more;  
Not the least obeisance made he;  
Not a minute stopped or stayed he,  
But with mien of lord or lady,  
Perched upon a bust of Ed Poe  
That was standing near the door.

Spake not, but he there sat blinking—  
 Sat, and I kept up my thinking,  
 Till, like one who's sorely troubled,  
 I spoke out in accents sad:

"When shall we have such enjoyment,  
 Find such desirable employment,  
 Find so many friends and pleasures  
 As in High School we have had?"  
 Then as Poe's had done before,  
 Quoth the Raven, "Nevermore."

"When," I asked with heavy sighing.

"Will the teachers be spying

Such a class of demonstrators,  
 Such fine athletes and debaters,  
 Such good students, keen and clever.  
 As the seniors now departing?"

From his perch beside the door  
 Quoth the Raven, "Nevermore."

Then, to give my thoughts expression,  
 I asked yet another question:

"When shall our footprints be erased,  
 And our high records be effaced?  
 When shall this smart class be forgot,  
 And in oblivion's tomb be placed?"

Then quoth the Raven as before,  
 "Never, Never, Nevermore."

### WE'VE GOT THE GOODS

Classmates, I've taken an inventory,

The results of which I'd like to mention,  
 So, since parting time is drawing nigh,

Give me, I pray you, your attention;  
 I found this class, that's now departing,  
 Has forty tons and twenty thousand gallons  
 Of pure, unadulterated Pluck,

Which if we use with care and diligence  
 Will insure each one of us our share of luck—  
 We've got the goods!

Of Optimism we possess at least  
 Nine thousand nine hundred and ninety-nine miles,  
 A valuable and most important asset,  
 For we'll win in life if we keep our smiles;  
 I find moreover that we have all told  
 Four-hundred-forty bales of Stick-to-a-tive-ness,  
 That will help us to get what we go after;  
 So we can't fail—what're you givin' us?  
 We've got the goods!

I discover that of Personality  
 We have some thousand truck loads—or more—  
 That promises immeasurable results  
 As we sail away to the untried shore;  
 How can Madam Opportunity resist us  
 With our handsome looks and winning ways?  
 With our poise and gracious, charming manner  
 Filched from the Faculty of our high school days?  
 We've got the goods!

Lastly, Classmates, as to Capital  
 We have a million gallons or so  
 Of Knowledge stored within our active brains—  
 Our diplomas prove how very much we know!  
 With this Capital, backed by Personality,  
 Optimism, Stick-to-a-tive-ness, and Pluck,  
 We can go forth and gather in Success,  
 With hard and ceaseless Labor for our truck;  
 And the pleasant old world through which we pass  
 Will sit up and take notice of our class—  
 We've got the goods!

## THE SENIORS' TRIBUTE

*Tune: CHEER, BOYS, CHEER.*

- 1—Classmates, join and raise in song our voices,  
 Here for our school loud let our praises ring,  
 Though North and South may boast of school and col-  
 lege,  
 Our fondest love for ..... High we'll sing;  
 With hope leading on we shall fly our colors.  
 True to the school that sends us forth today,  
 We shall e'er hold in memory her teachings,  
 So farewell, High School, fate calls us on our way.

### CHORUS:

Classmates, sing a song of parting tribute,  
 As pledge we now a loyal heart and hand;  
 And unto her, our gracious foster mother,  
 Through passing years we'll ever faithful stand.

- 2—Classmates, here we've climbed in search of knowledge,  
 The years have brought us thus far on our quest;  
 We may not know the fortunes of tomorrow,  
 But on our oars we shall not idly rest.  
 With eyes ever on higher goals before us  
 We shall not pause to falter or to sigh;  
 Thorns in the path before us shall not daunt us,  
 So farewell, dear school, we're off to do or die.

### CHORUS.

- 3—Then here's to the school of our affection.  
 Courage! Fresh viet'ries for her we shall win;  
 The world's before us and our tasks are waiting—  
 Classmates, onward, we're ready to begin;  
 And here's to the friends and teachers we are leaving.  
 Here's to our mates who o'er our parting grieve;  
 Often we shall in memory be with them—  
 And often we'll dream of these dear scenes we leave.

### CHORUS.

## THEY WILL MISS US

Senior Class Day Song

*Tune: THE VACANT CHAIR.*

- 1—School life will flow on unbroken,  
 With its pleasures and its cares,  
 But, ah me! how they will miss us,  
 When they see our empty chairs;  
 Oh the void in hall and classroom,  
 When we are no longer there;  
 Though there will be other seniors,  
 No class can with us compare.

CHORUS:

They will sigh and they will miss us,  
 Each dear girl and gallant boy;  
 What will High School be without us,  
 We who've been its pride and joy?

- 2—We have grown to love the old school,  
 Love its halls and cozy nooks,  
 For 'tis there we had our conflicts,  
 Daily conflicts with our books;  
 We have walked before our schoolmates  
 With a high and lofty mien—  
 They will lose their bright example  
 When we leave for distant scene.

CHORUS.

- 3—Others have gone on before us,  
 Classes large, and classes small,  
 There'll be others yet to follow—  
 But this class outshines them all;  
 We've been ornaments of honor,  
 Handsome lads and lassies fair—  
 School will lose its chief attraction  
 When we are no longer there.

CHORUS.

**OUR ALMA MATER**

*Tune:* THE STARS AND STRIPES.

Oh dear Alma Mater,  
As from you we part,  
We pledge you the rev'rence  
Of each loyal heart;  
And though from thy shelter  
Chance calls us afar,  
Thy mem'ry shall cheer us,  
Thy hope be our star.

Our ways now are parting,  
Our school days have fled,  
Thy halls and thy classrooms  
No more we shall tread;  
But often in mem'ry  
Thy fair scenes we'll view,  
And in dreams return,  
Alma Mater, to you.

Within thy safe shelter  
We happy have been,  
But now we go forward,  
New vict'ries to win;  
And if our small ventures  
Successful may be  
The honor we'll give  
Alma Mater, to thee.

We're off for life's journey,  
Our sails are all set,  
Thy precepts and teachings  
We shall not forget;  
We'll bravely sail onward  
To dare and to do,  
But often we'll dream  
Alma Mater, of you.



## CLASS PROPHECY

Having been required, by mandate of the class of 19.., to forecast the future of these illustrious Seniors, I journeyed me to the far country where dwelt the Three Fates, the sisters, who, in the famous early days of gods and goddesses, presided over the destinies of human beings. Fair to look upon were they and most fascinating in their skillful manipulation of the threads of life. Clotho, the Fate who was present at births, held the distaff which supplied the slender strands; Lachesis spun the thread; Atropos, with shining shears ever ready, cut these threads of Life with a fateful snip.

"Fair Fates," I implored; "ye who preside over the destinies of the class of 19.., wilt thou not reveal to me the happenings of our future years? It is decreed that I must know."

Atropos shook a fair and determined head. "Not so," she answered. "Not to mere mortals do we divulge these secrets of Life." Clotho gave a nod of assent, but Lachesis spoke entreatingly.

"This request comes from an excellent class," she said. "They have a most satisfactory record in High School; they are greatly esteemed by their Faculty, and they have walked before their schoolmates with diligence and perfection of manner. Let us grant them a knowledge of the future."

After a few moments of objection and discussion it was decided to give the class of 19.. a glimpse of the unfoldings of the future, which interesting view I now reveal to you, endorsed by the Fates who preside over our destinies.

We have within our Senior ranks future professors, teachers, artists, physicians, authors, statesmen, suffragettes, farmers, merchants, preachers, lawyers, musicians, architects, actors, nurses, chefs, milliners, needle-women, plumbers, bankers, diplomats, poultry kings, mechanics and inventors. This list may sound very imposing, but Clotho, the Fate who is present at births, assured me that

this class is an unusual one whose members were endowed by Life with fine gifts of future greatness.

This prophetic vision shows us ..... and ..... as college professors; ....., ....., ..... , ..... , ..... , ..... , and ..... as principals and teachers. .... and ..... are to become physicians, with an ever-growing fondness to preside at the removal of appendixes and other bothersome organs. ...., who was fond of drawing likenesses of the Faculty, is to win fame as an artist; ..... will be sent as an envoy to Chili, while ..... will become ambassador to Russia. ...., the inventor, will retire early, firmly entrenched on Easy Street by the sale of his patent stepladder which is warranted never to kick up and throw an innocent climber.

..... will be satisfied to rule as mayor of her city, but ....., always looking toward big game, will take her seat in the House of Representatives and orate with the best of them. .... one of the clever essayists in the old high school days, is to write a "History of the Achievements of the Class of 19..." which will have an enormous sale. .... and ..... will eventually become happy widows who have all sorts of good times on the money left by their accommodating departed weaker-halves. To ..... belongs the distinction of being the class spinster—not that she had no offers of marriage, but because no man measured up to her high ideals.

"But tell me, Fates," I begged, "is there not to be one—at least *one* president of the United States in this notorious class?" "We saved that for a closing surprise," Atropos smiled. "You are to have a president, but we can't determine whether it is to be ....., ..... or ..... They are all good prospects."

Note.—If the class is small cut down the list of workers; add to the personal achievements according to the size and characteristics of the members.

## CLASS PROPHECY

The prosperous city of ..... lay garlanded and expectant beneath the June sunshine of the year 19... Crowds of gaily dressed people were gathering in the stadium of the spacious high school grounds. This stadium, by the way, was the pride of not only the school, but of the entire community, for it had been completed at the cost of thousands of dollars and was the scene of many important out-door gatherings. Today its seats were rapidly filling with the hundreds who wanted to have a part in the reunion of the class of 19...

"A fine class," asserted gray-haired old Mr. .... "As fine a class as the school ever sent out. I was a member of the Board of Education when they graduated and we were certainly proud of them."

"Are most of the members here?" asked his companion. "I'm told they are expecting a large representation."

"A number are here," replied Mr. .... "That's ..... over there. He came in his own airplane this morning. He certainly has a fine one—darts along the sky like a bird. You know he's the orator of the day. He is a corporation lawyer, spends most of his time in New York, though he has a fine home up the Hudson. They're expecting a large number of the old class to come in on the Limited. That will be in soon now."

He spoke truly, for in a few minutes eager faces were watching the approach of the early afternoon Air-Line Limited, whose swift flight along the blue of the overhanging sky was accompanied with a whirring like the beating of many wings. The band began their exultant melody of welcome; handkerchiefs were waving and excited voices calling out greetings as the great passenger plane came to a stop. The members of the class of 19..., who were already present, were instantly welcoming the new arrivals and presently the company turned toward the stadium. The stage was set and all was ready for

the reunion of the class who had graduated twenty years before.

The old-time members gathered for the opening march. There were heads with graying locks—if the truth is to be told, there were heads beginning to lose their locks, but the old fires of enthusiasm burned in eager eyes and perennial youth glowed in their hearts. The band finished the introduction of a lively march and the class of 19.. of the ..... High School took its place on the flower-trimmed platform, with perhaps more dignity but with the graceful ease of twenty years ago. As the large company looked upon these men and women who had returned with laurels for the old school they broke into deafening cheers of welcome, a welcome so hearty that those of the class who did not blush with pride blushed from sheer excitement.

The music changed to the strains of "America" and the assembled members began the song written for the occasion by ....., who had been given to the writing of verse in high school days:

Dear old school, 'tis to thee,  
Long from thy tasks set free,  
We now return;  
From distant town and state,  
We come to celebrate,  
And old-time joys relate  
As love's fires burn.

They started out bravely, but even the voices of ....., ....., and ....., who had been noted singers of the class in the old days, grew trembly, and ....., who had been notorious as a "cut-up," was seen to blow his nose with great gusto and then furtively wipe his eyes.

As the song closed, ....., who had gained much poise from presiding at class meetings, stepped forward and said:

"Ladies and gentlemen, I have the great honor to introduce as the speaker of the day, ....., who has left his

work in the busy New York law office to be present at this gathering. We are proud of .....; he has gained wealth and distinction; he has also gained a five-foot waist line and an accumulation of avoirdupois in keeping with his dignity. He flew over here in his private plane; his next flight will be into oratory that will hold you spell-bound—we know .....!"

When the cheering had ceased ..... came forward with his old-time assurance multiplied several degrees, and began:

"Ladies and gentlemen, schoolmates of the good old days, and friends of bygone years, I see before me many faces that are new, but I also behold many that were present at the graduation of this class twenty years ago. To you who saw us go forth upon that auspicious occasion, bearing the trophies of Commencement, I would say that we have returned—not upon our shields, but bearing them laden with honors for the best school a class ever left, ..... High. Before I proceed with the address of the occasion I wish to present the members of the class of 19.. who are before you, and give you a few facts concerning them. I will start with ..... In high school she used to advocate better order in the assembly rooms; she wanted the halls kept clean and the school grounds beautified; she thought the girls should hold half of the school offices, so it is not surprising that ..... went in for civil reform. She reformed her town, tackled the county and then the state. Now she is down at Washington telling things to Congress. A good many folks have heard from ..... and more are going to.

Then here's ..... He has prosperity written all over him; it says he not only has money in his pockets but in the bank. Yes, ..... is a plumber and he can retire any time he wants to. .... is a well-to-do baker; he started in a humble way at home because his wife—you know he married ....., on whom he used to be sweet, wanted to be in business. She started a hat shop; ..... had to get so many meals that he finally



started a public bakery and is doing fine. . . . ., as you know, is principal of your school at this time and . . . . ., who has refused many offers of marriage because she's in love with teaching, has charge of the English department. They both wanted to teach in this school in order that they might be revenged on future classes for the roastings the Faculty gave them during their high school years.

Horace T., . . . . ., and . . . . . are part of the backbone of the country—for if good farmers are not the country's backbone tell me what is. Horace married our capable . . . . ., who always had a fondness for chickens, calves and baby baa-baas. She is also caring for several who as babies, boo-hooed. Here also are . . . . ., who has won much notice as a chautauqua speaker; . . . . ., who is a famous cartoonist for leading city dailies; and . . . . ., whom people love because he pulls teeth painlessly. . . . ., . . . . ., . . . . ., and . . . . ., have become rulers of the world—according to the line which says,

“The hand that rocks the cradle rules the world.”  
They are happily married and are well supported.

Our . . . . . is a worthy doctor. He is an allopath, and while it's said that all paths lead to the grave, I want to tell you . . . . . doesn't lead patients there very often. . . . . is a railway director; . . . . . is a noted inventor; he got out a good car that is cheaper than a Ford and he's doing fine. . . . . is an architect; . . . . . is a landscape gardener; . . . . . is in the State Insane Asylum—he has charge of it. . . . . is the thief of the class; he stole an office from his opponent; he stole a march on the voters and got into the legislature—now he's in Congress and no telling what he's getting. . . . ., . . . . ., . . . . . and . . . . . taught school for a time but the numbers grew tiresome so they all took schools of one scholar and are making splendid homekeepers. . . . ., . . . . ., and . . . . ., have tried their pens at writing for the public. You've all read their articles and stories.



Now, dear friends, having introduced the old class of 19., I will proceed to the address to which I invite your attention."

Here the recital of the class reunion ends, for if we endeavor to recount what the flowery orator of the day said the farmers in the audience will not get home in time to milk the cows tomorrow morning.

## CLASS HISTORY

### EPOCH I

In September, in the year of Our Lord, Nineteen Hundred and . . . . ., there landed upon the shores of the Temple of Learning, a goodly number of explorers and seekers after wisdom. Being shaken in spirit from their rough voyage upon the sea of inexperience, they were quite terrified by the three tribes already inhabiting this realm. There were the Sophs, wild, reckless and always ready to jump upon the newcomers from startling points of ambush, attacking them with sarcasm and ridicule. A tribe of greater power, but not so much given to afflicting the strangers, was known as Juniors; while the chief settlers were Seniors, a mighty group who spent much time in eluding the Rulers known as faculty members, and in the pursuit of knowledge just before conclaves known as exams. The members of the new band were called Freshmen, which in the language of the realm, meant "green". They were . . . . . in number, and for the purpose of protection and mutual advancement they organized and elected as president of the class, one . . . . ., of courage and ability. In spite of their greenness the new colonists made rapid progress. They obtained strong footholds in Algebra, English, History and other important entrenchments of the country. The chief ruler, a kindly disposed man by name . . . . ., and his Governing Principal, one . . . . ., soon became of much assistance in guiding the Freshmen and supplying them provisions for the mind. Incited by the daring of the higher tribes the Freshmen

occasionally gathered for revels known as "Parties," and even went so far, at intervals, as to break rules. Without serious catastrophe they came to the end of the first epoch.

## EPOCH II

At the beginning of the second epoch, the Freshmen advanced and took possession of the strongholds of the Sophs, this tribe having succeeded to the territory occupied by the Juniors. The numbers were increased to . . . . ., among the newcomers being . . . . . who came from . . . . . and . . . . . in search of the greater supply of Knowledge to be found in the great . . . . . High, as the Temple of Learning had been designated. The new Sophs, eager for revenge for their afflictions of the previous year, did frequently harass and annoy the settlers of the Freshman colony, but no casualties are recorded. To protect their interests and lead them to greater achievements, the Sophs did elect one . . . . . of noble lineage and goodly deportment, to become class president. Advanced strongholds of learning were conquered and the diligent Sophs grew in favor with the various members of the faculty. Special occasions of revelry during this period were the . . . . . and the . . . . . Rebellions of small import arose over occasional faculty rulings, and murmurings were heard because of the heavy tax imposed on their minds by the length of lessons, but they were settled by peaceful arbitration. So drew to an end the second epoch.

## EPOCH III

With the beginning of the third epoch several changes were noted. The valiant band who had entered as Freshmen, and had conquered the lessons of the Sophs, now advanced against and occupied the territory of the Juniors. To preside over them as the chief executive they did elect one . . . . ., who did walk wisely before them. It was found that several members, among them . . . . ., . . . . ., . . . . ., and . . . . . had left the class and

taken themselves to new scenes and duties. The number of members was found to be . . . . ., and the ranks were swelled by the arrival at this time of . . . . . and . . . . . who became much liked for their prowess of mind and pleasing manner. Important Faculty Rulers of this period were . . . . . and . . . . ., who were skillful generals in the contests with Ignorance. The epoch was characterized by contentions and internal strife, because of the many members who were struggling for prominence in games of football, basket ball, base ball, in oratorical contests, debates, typing races, and for supremacy in class standings. Among the noted warriors on the athletic fields were . . . . . and . . . . ., who did win honors for the Juniors because of their might and muscle. Important social events of this period were the . . . . ., and . . . . ., which were occasions of much importance. Thus did draw to a close the third epoch.

#### EPOCH IV.

Epoch four was marked by important reconstruction, for the humble band who had invaded the Freshmen trenches three years before, now became Seniors, the mighty leaders of the realm and the Invincible Class of 19... The wise and sagacious . . . . . was elected president, the other officers being . . . . . The Seniors, numbering . . . . ., did greatly impress themselves upon the lower tribes of the Temple of Learning and became much noted for their ability and diligence. Especially did they endear themselves to the Faculty who gave much effort to fitting them for the great contest of Graduation. Deserters from the class were . . . . . and . . . . ., who were lured into the outside world; new arrivals for Commencement honors were . . . . . and . . . . ., whom the members did heartily welcome. Great occasions were . . . . . and the . . . . . Thus doth close the fourth epoch, and with their motto . . . . . emblazoned upon their shields, the class of 19.. goes forth to invade and conquer new territories.

## CLASS HISTORY

It came to pass in the fullness of time that the class of 19.. did gather upon the ..... day of September for a trip through the ..... High School, much famed for its dissemination of knowledge. They had collected a goodly amount of necessary baggage, in the way of bits of Geography, sections of Arithmetic, bunches of dates, fresh from the tree of History, packages of Civics, and a supply of Grammar. Each moreover had the required ticket—a certificate of promotion from the last station, the Eighth Grade.

And it came to pass that promptly upon the stroke of nine they did answer the Conductor's cry of "All aboard" and start out on the upgrade in the Train of Knowledge. They were given places in the "Freshmen" section and they found the train equipped with a fine dining car whose capable chefs supplied them with much food for their mental growth and development. They did choose, as president of their group, ..... who should see that they gained sufficient class pep, loyalty and school spirit; while Conductor ..... saw to it that they properly digested the meals served them by the Faculty Chefs and Porters.

At the end of the first year, having successfully met the requirements of Freshmen passengers, they were transferred to the Sophomore car and with a membership of ....., bravely endured the jolting of the rougher travel. .... was chosen president of the trip for this year, and the journey was livened by stops for a number of parties and occasions of gaiety. Franks were frequently indulged in when the Conductor, Head Brakeman and Porters were looking after other sections of the Train.

With the passing of time they were again shifted, being placed in the Junior Coach, with ..... jolly members of whom passenger ..... was elected president. Several passengers, including ....., dropped off at side stations and did not resume the trip; but others, notably

....., became passengers. Much enjoyed stops at Pleasure Resorts included ....., ..... and ..... Side trips were indulged in, to the Athletic Fields, where numerous passengers became proficient in football, basketball and other games. The mental food contained many morsels hard to chew and digest, but with the Faculty Chefs and Porters declaring that "It must be accomplished or we'll throw you off the Train," the Junior passengers nobly did their duty.

Then came the happy day when the group was transferred to the Senior Coach with increased privileges and responsibilities, with ..... as class president. The grade became steeper, the journey rougher, but ah, the glorious view as the class of 19.. looked out on Commencement Station looming in the near distance. These Senior passengers who had been companions during the long journey became even more closely united in school spirit and class bonds. They came to appreciate more fully the supervision given them by Conductor ....., Head Brakeman ..... and the capable Faculty Chefs and Porters. They enjoyed the stops made for the ....., ..... and ..... They grew quite puffed up over the records of certain members in the side trips to Athletic Field, the Oratorical Stage and the Glee Club Pavilion. They successfully passed the close inspection of the examiners who checked up on their baggage of Knowledge, and they now stand ready for a final transfer. At Commencement Station, on the Mount of Learning, they leave the Senior Coach to become passengers on various roads leading through the Valley of Opportunity in the Land of the Great Beyond, to the cities of Success, Fame, and Worthy Achievement.

Note.—It is expected that bits of local history and interesting happenings will be added, both to this and the foregoing Class History.

**CLASS WILL****ESTEEMED COMPANY OF WITNESSES:**

The Senior class has felt for some time that its demise was near; we have felt that school was beginning to disagree with us and that the members of the faculty had conspired to accomplish the death of the most astonishingly brilliant class the walls of . . . . . High and the teachers thereof have ever frowned upon. The bitter doses of lessons we have taken with daily regularity have hastened rather than prolonged our class demise, and we know with sorrowful certainty that the hour of our departure is near at hand. Therefore, being so soon to pass from these scenes of educational activity; being in full possession of alert minds and memories that put the most extensive encyclopedias to shame; having faculties keenly sharpened by many contests with flinty instructors, we would publish to you upon this funereal occasion, the last will and testament of the Senior Class of 19...

**I.**

We do hereby appoint and charge . . . . . the lawful custodian of the class funds, to faithfully attend to looking up the numerous bills we owe and to settle all accounts of the departing class from the exhausted pennies of an already depleted treasury. No money are we taking with us from this expensive institution of education, neither shall we leave any debts behind us.

**II.**

To the members of our beloved faculty, who look upon our demise with smiles of joy, we bequeath the satisfaction which comes from duties well performed, and a peaceful rest from the weary task of making our graduation shrouds. We also leave them a large amount of sympathy for their depressing attempts to pound knowledge into our craniums. In addition we bequeath them our regrets that their work with us was so barren of results—we leave them, but we don't leave them much!



## III.

To the school in general we leave the out-of-the-way nooks where we have been wont to hide—usually in couples if the girls could inveigle the boys—to waste the time we should have spent in studying. To the school library we leave the collection of volumes setting forth the charms, the escapades, the achievements, and the startling knowledge gleaned from our examination papers. These volumes will be written by the first famous author who offers a good price for so doing.

## IV.

To the Junior class, as our rightful and worthy successors, we leave

(a) Our seats. Occupy them, but do not try to fill them.

(b) Our senior dignity. May they uphold it with becoming seriousness, endeavoring to overcome their usual hair-brained and frivolous flippancy.

(c) Our tendency to make a little knowledge go a long way in the classroom; also our ability to throw faculty members off the trail when they imagined we were bluffing.

(d) Our abundant and reverberating class spirit and pep, with the right to terrorize the town and make nights hideous with soulful class songs and soulless class yells. Do your best to keep things stirred up, remembering that a little noise goes a long ways.

(e) Our honored positions as models for the school—models of wit, wisdom, charm of manner, excellency of behavior, physical development, and intellectual expansion. May heaven help you to stand up under this strain!

(f) Lastly, that which gives us the greatest pang to part with—our strongly entrenched places in the hearts of the faculty who have loved us devotedly because—they couldn't help it! Comfort them in their loss, but don't imagine you can mangle their hearts as we have done.

## V.

To the vivacious and exuberant Sophomores we leave the right to prey upon the Freshmen, out of season and without reason, to unceasingly torture them—with the liabilities thereof!

## VI.

The following valuable personal bequests, freely and fully given, should be treasured as a continual reminder of the abundant and overwhelming generosity of the class and the individuals thereof. We trust these responsibilities will be assumed promptly and bring important results.

1. To our faculty member, . . . . . a copy of "Amateur Detective Suggestions," which we feel will be of great assistance in ferreting out the pranks of various students.

2. To the Principal of the school, the unfailing good humor of the entire class; we are certain he will need this in dealing with the seniors who succeed us.

3. To . . . . ., who seems too much wedded to her work as a teacher, we leave the book belonging to the girls of this class, "How to Win a Husband." Eventually—why not now?

4. To future class presidents, Henry W.'s power to preside with a dignity that would do honor to a Chief Justice of the Supreme Court.

5. To . . . . . we bequeath Anna J.'s ability to put on a fine complexion. Save the surface and you save all!

6. To . . . . ., Harriett N.'s art of vamping faculty members—there's a reason!

7. To . . . . ., George S.'s ease in using long and high-faluting and impressive words.

8. On . . . . . we bestow Mary O.'s sunny smile—it won't come off!

9. To . . . . . we grant Cora B.'s luck in making delicious eatables in the Domestic Science class. They satisfy!

10. To . . . . ., Ted H. leaves his powers of fascination. Ted says he has a steady now and doesn't need further fascination.

11. To . . . . . is left Nora J.'s ability to "Paddle her own canoe"; Nora has selected some one to paddle hers for her.

12. To . . . . . we bequeath Frank W.'s habit of spending two hours a day on his physics lesson—by sitting on the book while he reads yarns.

Any broken pens, stubs of pencils, cast-off note books, mounds of gum we were compelled to stick hastily in out-of-sight spots to avoid faculty detection, and other mementoes, we bestow freely upon the finder.

With our last parting breath we do hereby constitute and appoint the Principal of aforementioned school sole executor of this our will and testament.

In witness whereof, we attach the signatures of the class of 19...

## MANTLE ORATION

DEAR JUNIORS:

We, of the departing class, would hand down to you at this time the Senior robe of wisdom and experience. We have endeavored to wear this mantle with dignity and in the style approved by the Faculty of our school. We surrender to you this Senior mantle with reluctance for the thought of facing the chilly breezes of life without it makes us uneasy. We shall have to depend upon the fire of our ambition to keep us warm.

After Elijah, the prophet of old, had used his mantle to smite the waters, dividing them that he and Elisha might pass over on dry ground, it became the prayer of Elisha that when Elijah departed life, his mantle might fall upon his fellow worker, bringing to him at least a share of Elijah's power. Today we bestow upon you the mantle of the Senior class, trusting that as Elisha took the mantle that fell from Elijah and smote with it the waters of the Jordan, you, who take our places, will smite

with our falling mantle, the waters of ignorance, of idleness, of unseemly school pranks, and low grades.

Do not, we admonish you, wear this Senior mantle as a cloak to hide a multitude of shortcomings and transgressions; nor yet as a garment of self-righteousness that shall cause you to look upon the verdant Freshies and the rollicking Sophs with disdain. Wear it with a modesty that shall denote true nobility.

We have observed you well, dear Juniors, and we feel that with your natural abilities and your determination to make the most of your opportunities, you will wear the Senior mantle with a grace that will be a credit to the school. Should it become soiled it can be renovated with "Good Deportment"; should it become worn or tattered, mend it with "Application to Books." In behalf of the retiring Seniors, I give into your keeping the Class Mantle, the official robe of your coming rank in the ..... High School.

### THE SENIORS' FAREWELL

#### SCHOOLMATES:

The class of 19... being about to pass over Commencement Divide into the Great Beyond, would bid you a fond and formal farewell. Our standings have been running so high that the Board of Education says there is no help for us. Some have unkindly insinuated that our demise is hastened by bad cases of swelled head, and that we are afflicted with dizzy spells caused by too much gloating over the lofty heights to which we have soared as a class. That is an erroneous elucidation! Let me say there never has been in the history of this school, or any other, a class so brilliant as ours—that is, I mean to say, a class as brilliant that was so modest and unassuming, so unobtrusive in the hour of victory, as unpretentious 19...

No, dear schoolmates, our timely death is due primarily to overeating. We have fed upon History, Latin, Physies, Chemistry, Algebra, Geometry, English, Bookkeeping, Psychology, Botany and other mental foods until we have

highly developed cases of information on the brain. All they can do for us is to let us graduate. We are going fast, for our pulses are scarcely beating—so frightened are we over the great Commencement Ceremonials. Our departure is also attended with an excessive heaviness of heart. We are sad to leave the school in the wrecked condition it will be without us; we are sad to leave the other classes and especially the Juniors so bereft as they will be without us; we are sad to deprive you of your models and your inspiration; we are also sad that we are to be parted from you, for

We have loved you, schoolmates,  
Only a little less than we have loved ourselves!

Now, at this parting hour, the Seniors bid you goodbye, farewell—vale—auf wiedersehen—adios—and au revoir!

## PARTING CHARGE TO THE JUNIORS

DEAR JUNIORS:

We, the Seniors of 19.., salute you who are so soon to take our places. You have our sympathy, for knowing from close association and observation, your limitations as a class, we understand how difficult it will be for you to maintain our high standard of scholarship and attainments. You have an extremely difficult role, but do not be discouraged. We want to assure you that if you will dig a little harder; if you will endeavor to learn a little faster; if you will put more time on your school work; if you will improve your deportment; if you will work up more class pep and school spirit; if you will develop greater executive ability; if you will cut out idleness and frivolity; if you will increase your oratorical powers; if you will broaden your athletic propensities—in short, if you will try to be a little more like *us*, we feel confident you will fill our places in quite a creditable manner.

Just a word of warning—don't imagine you can put anything over on Faculty; that you can hoodwink them or get

by without studying. You can't do it; we tried and we know whereof we speak! Rather, instead, be like:

The present Seniors of the school  
 Who are so wond'rous wise  
 'Cause they jump into their lessons  
 And study with both eyes;  
 And when one test is over  
 With all their might and main,  
 They jump back into their lessons  
 And commence to study again.

In conclusion, we would give you three rules that are guaranteed to bring you success. The first is: Study; the second is—study; the third is—*study*. With best parting wishes we leave with you our Senior slogan:

So study that when thy summons comes, to join  
 The innumerable company, known as  
 The graduates of High School, who each must bear  
 His burden in the active work of life,  
 Thou go not with heads empty from lessons  
 Skipped and unprepared; but filled with knowledge  
 Gleaned from many books, take up thy tasks  
 Like one determined to make come true  
 The fancies of his pleasant High School dreams.

## HONORARIUM TO THE FACULTY

### MEMBERS OF THE FACULTY:

Perhaps it is presumptuous to attempt to pay a fee that never can be paid, but at least we would express our gratitude for the assistance and inspiration you have given us during our High School years. It has been some task—getting us up the steep Hill of Knowledge with flat tires and other handicaps, but it is accomplished and yours is the honor! You have given us new modes of thought, new standards and new visions. You have taught us that education is a development of the faculties; you have



tried to wake us up mentally that we might see undiscovered riches, not only in our books, but in all the life about us.

You have made us feel the dignity of labor, and have attempted to fit us, so far as was possible, for the tasks awaiting us in the world's field of action. You have endeavored to create a desire for the best our school stands for; you are sending us forth with a respect for ..... High and her principles.

In short, you have made yourselves a part of our education; in the characters you have developed and the ideals you have inspired, you will still go with us into the conflicts of the coming years. We are thankful that though we may be parted far, you shall be near us in influence.

We thank you most sincerely for your great share in our success. It is our hope that our future achievements may be a credit to your efforts.

## RESOLUTIONS OF SATISFACTION

PASSED BY THE JUNIORS

LADIES AND GENTLEMEN:

WHEREAS, The members of the Board of Education and the Faculty of the ..... High School, in their wisdom and in accordance with their powers, have seen fit to remove from our midst the brilliant and self-beloved class of 19..; and

WHEREAS, We, the Juniors, are their nearest of kin in the relationship of classes, and accordingly the ones most affected by the death of the said class; therefore, be it

RESOLVED, That we publicly express our deep satisfaction over the demise and timely departure of the Seniors whom we have looked up to with covetous and jealous eyes, awaiting with impatience the time of their obsequies; and be it further

RESOLVED, That we, of the Junior class, express to the Faculty of the school our sincere condolence in this hour

of their bereavement of this, the illustrious expiring class, with the hope that with them gone the long-suffering members of the aforementioned Faculty may "Rest in Peace," remembering that the providence of school management has a Junior class ready to take their places who will more than comfort them in the year following this affliction; and likewise be it

RESOLVED, That we, as Juniors, with the example of this noble and worthy class shining before us, do so emulate them in their brilliant achievements, that when the time comes for us to go out from this school and join the departed classes in the great beyond of life, we shall lay down our books with credit and high honors; and furthermore, be it

RESOLVED, That a copy of these resolutions be spread upon the attention of the public here gathered on this happy occasion.

In witness whereunto I bring this before you as the Junior class representative.

### GIFTORIAN REMARKS

In some schools it is customary for the Seniors to present a parting gift to each member of the Junior class. If the size of the class makes this unwise, a single gift, typical of some leading characteristic of the class, can be given in connection with the parting address to the Juniors.

The remarks here given are merely suggestive and can be added to or worked over, according to the size and personnel of the class.

My dear Juniors, in presenting to you these little gifts from the class of 19... I would say that we do not give them in order that you may remember us, for well we know that you can not forget us. We feel that our worth, our personality, our individual brilliancy has been so impressed upon your minds that you can not but remember us. We leave these gifts with you, first, because we so admire your pluck, your ability, and in fact all your many good points, that we wish to "say it with presents;" secondly, we hope they may be to you individually, an incentive to greater achievements and further development. When

you gaze upon them, may you remember that the class of 19.. wanted you, their successors, to become worthy upholders of our banners and standards.

To ....., we give this package of dates because he has such an indifference for History that we are afraid without these he'll never acquire any dates whatsoever.

To ..... we would give this bottle of catchup, hoping it may incite him to speed up a little and catch up with the rest of the Juniors in pranks of mischief and frivolity.

....., being regarded by us as having unusual musical ability, we would encourage to greater efforts by giving this fine Jew's harp.

Since ..... seems to have a fondness for long and impressive-sounding words, we would bestow upon her this handy pocket dictionary which will be of great value in furnishing new words.

To ..... we leave this package of gum, trusting it may help him to overcome his desire to "chew the rag" with the Faculty and his classmates, by providing a good substitute.

To ....., who seems to have natural ability for writing most anything from a nonsense rhyme to an obituary, we give this pen, hoping it may aid her [*him*] in winning laurels in the literary world.

We ask ..... to treasure this rolling pin, using it to maintain not only law and order in her home, but as an aid in supplying the larder with fine pastries.

..... we ask to accept this diary. It will be useful in preserving the various and numerous exhortations for improvement handed him by the Faculty.

To ....., who seems to have such a hard time saving her pennies, not being able to resist the appeal of the candy counter and the peanut stand, we give this nice, bright penny, hoping it may induce her to start a bank account.

For ..... we have this dignified little owl, which, being known as a "wise old bird," is quite typical of her

reputation as one of the brainy members of the class. May it incite her to climb high on Learning's Hill.

Because . . . . . has so little regard for young men, and seems to have decided leanings toward a life of single blessedness, we present her with this thimble which is a badge of spinsterhood.

. . . . ., who has perpetual worries for fear his hair doesn't look "just so," will be pleased with the gift of this fine little mirror.

To . . . . ., who is so bashful that she has never yet been caught looking at a young man, we give this spoon, hoping it may help her to discover that spooning is quite enjoyable.

To . . . . ., who is such a favorite with the girls, we give this mitten, knowing that if we don't give it to him no one else ever will.

## BURLESQUE PRESENTATION OF DIPLOMAS

A member of the class makes up to represent one of the faculty or the Board of Education. The diplomas are of large sheets of heavy wrapping paper, rolled loosely so each is about fifteen inches in circumference, and tied with strips of crepe paper in the class colors. These are piled high on a wheelbarrow decorated with the class colors. The speaker comes on with great dignity and speaks with gusto.

My Very Dear Young Friends and Incomparable Members of the Scintillating Senior Class: To me has fallen the great honor, ah, of presenting upon this facetious occasion, the diplomas which your immedicable thirst for knowledge has won for you. As a—ah—prolegomenon to my address which I promise you shall not exceed an hour and forty-five minutes in length, I would—ah—congratulate and felicitate you upon the great ease with which these diplomas have been won. It has been magnificently marvelous—ah—the way in which you have won exceedingly high grades with so little effort. I would say, in behalf of the Faculty—ah—that we have never before beheld such a class—and we hope we never may again.

Your brightness has been so intense that the glare has nearly compelled the Faculty to wear dark glasses.

And my dear young friends, your cramming has been simply and immeasurably immense! It has thrilled us to see you throw knowledge into your resilient and extensible brains. We have been hurrying to get you out of the school before protuberances of erudition should appear upon your heads, ah, making them unsightly for the Commencement ceremonials.

In view of these irremediable circumstances, and because you are the most refulgent class to go out from this school, I now present to you—ah—your diplomas of graduation.

*[One of the members now wheels the diplomas in on the barrow. The speaker calls various ones by names like John Know-it-all, Mary Sharp, Fred Bright, Tillie Never-miss, George Smart, Will Cram-well, etc.]*

## GOING, GOING, GONE

Extend a wire across the stage on which a white curtain can be hung, tacking it to the floor to hold it taut. Cut three holes of right size to show a face; at the top of each pin a hat cut from bright crepe paper; below each opening draw with dark crayon the body of a little girl dressed in a slip that reaches to the knees, having long legs below the slip, the feet finished with black slippers. Dress each body with a bright crepe paper dress that comes just below the slip, pinning the paper to the curtain. One dress is fastened with only two pins, a long one at each shoulder so that the two pins can be drawn out very quickly, letting the dress fall off. Three young men stand back of the curtain, their faces in the openings and sing.

### *Tune: OLD BLACK JOE*

Come has the day when our hearts with joy are bright,  
Come has the day which doth fill us with delight,  
Come has the day when we now go forth to show  
This good old world how very much we Seniors know.

### CHORUS:

We're going, we're going, we're going to graduate,  
Oh, how our happy Senior hearts now palpitate.

Our teachers weep and their hearts are filled with pain,  
 Sadly they sigh 'cause we'll not come back again,  
 Grieving for us, for the faculty all know  
 Their dear and precious Senior class has got to go.

CHORUS.

In the old school we've been happy, light and free;  
 Through its dear halls we have frisked about in glee;  
 But now our heads are so filled with knowledge great,  
 There's nothing left for us to do but graduate.

CHORUS.

We're going, we're going, going, going, going, gone—

*[Just here at this instant, on the last "going," the pins are pulled from the one dress and it is given a sharp snap from the back so it will fall to the floor on the word "gone". The young man gives a howl of distress and says, "It's gone—gone, oh, it's gone! Oh, what shall I do? I can't stand here without a dress on!" He wails, "Gone, gone," until the curtain is hastily dropped.]*

## THE HIGH SCHOOL DERBY

Three boys dress as jockeys, with caps, bright waists that end at the waist line, knee trousers and long black stockings. Make a frame for the body of a horse—merely a slat going along each side, with a cross-piece at each end, having the frame wide enough so the boy can stand inside of it. At one end attach a horse's head, of beaver board, with bridle of heavy cord; cover the frame along each side with a blanket that reaches to the boy's knees. Make a pair of short legs, not more than twelve inches long, for each boy, by stuffing stockings, covering at the top with light cloth for trousers and attaching little shoes. Each boy stands inside the frame with the legs securely fastened on, one at each side at waist line, his legs answering for the legs of the horse. This gives a very humorous aspect, as of a good-sized jockey with very short legs riding a queer, blanketed horse. The frame is fastened at each side by cords to a belt about the waist, so that it sways as the boy prances about, giving the impression that the horse is restless.

A number of members of the class come on and stand across the back of stage with pennants—paper ones—in



the class colors. Then one of the boys comes trotting onto the stage, holding his reins in one hand, a whip in the other. He stands at center of stage, stepping restlessly about as the members wave pennants and say:

Johnny owned a little pony,  
Which he often rode at school;  
It helped him get his pesky lessons,  
Though it was against the rule.

The boy then gallops around the stage in a circle, as the pennants wave. He stops at one side; the second boy enters, stopping at the center while the members say:

The faculty of our high school  
Each has a hobby horse to ride;  
And if you don't keep out the way—  
Woe unto you betide!

The second boy starts toward the first; the latter races madly around the stage with the second after him. The first finally rides off the stage; the second stands at one side, and the third boy rides on. The members say:

The class of 19..  
Mounted upon Pegasus fleet,  
Now rides forth to face the fray,  
And make a record none can beat.

The third boy rides over to where the second is, they get their horses pulled up, side by side, then race twice about the stage, the third boy coming in first as they reach the starting point, the members waving their pennants and calling, "Hurrah for 19..!"

CURTAIN.

## THE SENIOR FLOWERS

A number of boys wear bright kimono's with lace curtains draped over them and tied with crepe paper sashes, to represent graduation gowns, and each has a lady's hat, large and much trimmed with flowers and tulle; the girls wear knickerbockers, boys' black coats, white collar and tie, boys' hats and each carries a cane.

The girls come onto stage, march around in a circle, turn sharply, double back and march in a circle in the other direction, then line up across stage and sing, twirling canes jauntily:

*Tune: BINGO WAS HIS NAME*

Oh, the noble Senior boys,  
 They are so very cute, sir;  
 The See, See, Senior boys,  
 The See, See, Senior boys,  
 The See, See, Senior boys,  
 They are very cute, sir.

With a mincing step, swinging canes, they march up to front, raise hats and bow low, then hit floor sharply with cane, march backwards to center where half face right, others the left, go out to center of sides, down and form a line across the back of stage.

The boys enter, one at a time, each coming on at right, going to center of stage and bowing, then passing to the center of left, down and halting just in front of the girls. As soon as one starts to leave the center of stage after bowing, the next one comes on. When all the boys are in line at the back of stage they march around the stage in a circle, then turn and pass around in the other direction, the girls at the back watching them eagerly and trying to flirt with them. The boys then line up across the center of stage and sing, striking attitudes of vampish pose:

Oh, the charming Senior girls,  
 They are so very sweet, sir;

The See, See, Senior girls,  
 The See, See, Senior girls,  
 The See, See, Senior girls,  
 They are very sweet, sir.

The girls pass up the left side and across in front of the boys, trying to attract their attention as they pass, the boys affecting bashfulness or haughtiness. The girls line up just back of the boys and they sing:

*Tune:* THE BULL DOG

GIRLS: Oh, the Seniors of our class,  
 BOYS: Wond'rous Seniors of our class,  
 GIRLS: They are lovely to behold,  
 BOYS: Handsome lad, and bonnie lass.  
 ALL: They are very fair to see,  
 They are charming and they're sweet,  
 Oh, they've got brains of great size,  
 And tiny little feet!

The girls lock arms and go to the left, the boys the same to the right, stepping sidewise, very short steps, lifting feet rather high, bringing the knees up in perfect unison; they go out to side, back to places, out again and back, while singing the chorus:

Singing tra-la-la-la, Seniors, O!  
 Singing tra-la-la-la, Seniors, O!  
 For the boys are some, some boys, some!  
 And the girls—O yum, i-ty, yum!  
 Tra la, la, la, tra la, la, la!  
 They've made old high school hum!

Girls face left and pass down left side, boys going down right side; meet at center of back, form couples, come up center to front, around the stage in a circle, then off.

## A CLASS IN CAMPUSTRY

A member of the class makes up to personate the superintendent, principal or some faculty member; a number of others dress as little school children, of tender years. The teacher comes on impressively, rings a bell and the children file on and take seats in a row in front of the teacher.

After a few words of greeting and praise, the teacher proceeds to hold the recitation in "Campustry," asking questions that bring out humorous bits of information about certain classes, different students and faculty members, and that give an opportunity for jokes on the school and individuals. These here given are merely suggestive of a list of questions the teacher can work up and ask the class.

If thirty-two is the freezing point, what is .....  
[*physics or chemistry teacher*] idea of the squeezing point?  
Two in the shade.

How many subjects has ..... been carrying? He has been carrying one and dragging four.

Why has ..... such a good head? 'Cause it has never been used much.

Why does Mary ..... like to study Virgil? Because it sings of man and of arms.

What is Miss ..... [*some faculty member*] code? Every woman is entitled to life, liberty and the pursuit of man.

Why does ..... like to dance? Because she has music in her sole.

## REUNIONS AND UNIONS

### For Four Girls

One takes the part of some member of the faculty, making up to look as she might a few years hence; the other three girls dress to represent themselves as prosperous workers four years later. Use the teacher's name instead of Miss White.

[*Enter Alice.*]

ALICE: Another reunion of the club we girls formed in 19.. when we graduated from ..... High. We have enjoyed the club and the reunions. This is the first one I have not looked forward to with waves of

pleasure. Ah, hum! I wish I could leave before the others get here. [*Sits and frowns moodily.*]

[*Enter Laura.*]

LAURA [*at side*]: There's dear old Alice. [*Sighs.*] How serious she looks—meditating upon some bit of important work, of course. I wish I could escape this reunion. [*Goes forward with assumed gaiety.*] Well, Alice, dearest, how delightful to see you again.

ALICE [*rising*]: Oh, Laura, you dear! [*They embrace.*] How fine that our club can meet in another reunion and pour out the longings of our inmost souls to each others sympathetic ears. What an inspiration our meetings are to higher ideals and further progress. [*Laura goes off moodily to one side, Alice to the other, where they stand gazing off.*]

LAURA [*aside*]: Oh, if she knew how that talk galls me!

ALICE [*aside*]: What if she knew how I hated to come?

[*Enter Olive.*]

OLIVE [*aside*]: Daniel in the lions' den—no, I don't mean that, I—it must be—oh, yes, the Hebrews in the fiery furnace didn't feel more uncomfortable than I do here today. This club we have thought so much of has palled upon me. Remorse ought to be gnawing the vitals of my soul—but it isn't.

LAURA [*turns and sees her*]: Why, Olive, darling—how long have you been here?

ALICE: What—Olive? [*They go over and embrace her.*] How well you are looking, dear. [*They sit.*]

OLIVE: But so are you—both of you. Oh, girls, is it really four years since we graduated from dear old . . . . . High? Yes, it is; well, let's begin our reunion. I'm very anxious to hear what you've been doing. Oh, by the way, Nell sent word she couldn't come.

ALICE: Why, so did Esther. Too bad—but we'll have our dear Miss White with us. What a wonderful inspiration she has been. [*Aside.*] Too inspiring. I'm convinced.

LAURA: Oh, Miss White—ye-es. [*Aside*] How I dread to see her.

OLIVE: Now, girls, do begin and tell things. I know you both have wonderful plans for future greatness. Who'll start the story?

ALICE: You give us the first installment, Laura.

LAURA: Oh, do let me listen a few minutes—it's such an inspiration to hear the rest of you talk. You begin, Alice.

ALICE: Queer, but *I* feel much inclined to listen, too. Olive, dear, you start the talkfest; it will be so good to hear you again.

OLIVE: No, not—I. Let me listen awhile. I want to hear your splendid plans for further success in your chosen work, and for serving humanity. [*Pause; she looks at them in surprise.*] Why, girls, have you nothing to say? [*All three rise; Alice goes to one side, Laura to the other, Olive remains at center. They stand moodily.*]

LAURA: Girls, the members of this club, with Miss White as president, pledged to give their lives to achievement and the pursuit of success. It was most commendable.

OLIVE: Oh, yes, of course, very.

LAURA: I can't—I—have—girls, I must tell you, I'm—I've fallen from grace.

OLIVE: I don't know what *you* mean, Laura, but I want to say that this club for lofty climbing can't hold me. I may as well tell you—I'm going to—get—married!



ALICE AND LAURA: What! *Married?* [*They rush to her and each takes an arm excitedly.*]

LAURA: Why—so—am I!

ALICE: I'm to be married next month—he's the grandest—

LAURA AND OLIVE: No he isn't—mine is!

OLIVE: Girls, what will Miss White say? She was so anxious for us to make the most of our lives. She'll fairly droop with disappointment. By the way, she ought to be here.

[*Enter Miss White.*]

[*Stylishly gowned and wearing a chic veil.*]

MISS WHITE: Oh, my dear, dear girls! [*Hugs them in a bunch.*] I'm a little late, but I couldn't help it. And I can only stay a minute. I—I—stopped to tell you—Oh, girls, I'm so happy! He's a perfectly wonderful man—a professor at ..... and we're going to be married in ..... tomorrow. You girls must keep up our fine club without me, and I'll expect to hear great things of you. I must go now, dears—I can't keep Henry waiting. [*Kisses them hastily and hurries off.*]

ALICE [*dancing about*]: Hurrah for Miss White! Girls, I'd rather be in a nice little home, with a dear splendid hubby, than to be a brilliant old maid and have my name in the Hall of Fame.

LAURA: We'll meet next year for our reunion as usual and sing the story of the great Union and exchange recipes and household ideas.

OLIVE: Yes, indeed! Now let's tell each other about our men

CURTAIN.

## Hints for Parties and Suggestions for Entertaining

### AN OUT-OF-DATE PARTY

This party, as given for the Seniors by several of the Faculty, was very successful. The idea was to have everything as unseasonable and untimely as possible rather than old-fashioned. The invitations contained a clever little drawing of a girl in winter coat and cap holding over her head a summery parasol, with the words:

At the Senior Party on . . . . . night.  
Let your costumes show the unseasonable,  
With odd misfits of the untimely,  
Rather than the proper and reasonable;  
The same kind of stunts we shall enjoy.  
And old-fashioned songs our tongues employ.

The rooms were humorously decorated with oddly combined suggestions of summer and winter and with hints of Commencement time united with the early days of school, such as a large poster with the words, "We're going to graduate," and beneath it pasted a number of cut-outs of little school children. The hostesses received in appropriate "misfit" costumes, one wearing the gown of an elderly grandmother and having her hair hanging and tied with a ribbon like a girl of six. When all had assembled one of the hostesses introduced each guest in turn to the company, giving a humorous little speech about each one's untimeliness and why it was suited to the wearer. These had been thought up beforehand, containing amusing references to characteristics and school happenings, so it was easy to work in with them the appropriateness of the costume.

For a starter each person drew a small envelope containing two slips, one with a happening in history, the other with a misfit date, such as "The Discovery of Amer-

ica" on one, and "July 4, 1776," on the other. The company had to move about, each searching for the correct date for his event. As soon as it was discovered the one holding it must give it up in exchange for the other, trading the latter off to some one else until the right date was obtained. When the "wrongs had been righted," each member had to read the name and date of his event and give a one-minute oration on the subject. Next the company was divided into groups of four by asking them to stand in a circle, then count out by fours. To each group was given a paper on which was a stanza of a song or a familiar poem, or Mother Goose rhyme. The hostesses had collected a goodly assortment of articles for costuming, and each group had to fix up in some manner and act out a misfit on the words as they were read aloud. The group who got "Mary had a little lamb" covered a boy with a dark blanket who took the part of a dog, jumping about and barking as the lines were read. Those with "A soldier of the legion lay dying in Algiers," fixed a boy for a soldier who sat beside a girl evidently making love to her. Thus it went and the results, with each group trying to outdo the others, were very amusing. After the refreshments which introduced several unusual combinations of food, such as a salad of Bermuda onions and oranges sliced together and topped with oil dressing [*if you think this isn't good you're mistaken*], and slices of brick ice cream placed between two slices of sponge cake and baked for two minutes in a hot oven, papers and pencils were passed for "Original Out-of-dates." Each person had to write a four or six line poem introducing the untimely, such as:

John Johnson, a Swedish Eskimo,  
In a frozen Arctic spot,  
Jumped into a molasses pond  
Because he was so hot.

These efforts were read aloud and a prize was awarded to the writer of the most foolish one. The evening closed with a jolly singing of old-time songs.

## AN INDOOR TRACK MEET

This offers an easy form of entertainment and is especially good for a class of large size. Decorations should include pennants in the class colors, bats and balls suspended in prominent spots, the borrowed basket of the basket ball team fastened to the wall, the base ball pitcher's "cage," implements of football, and even some of the football "toggerly" exhibited on hangers. An arena should be marked off by chairs and ropes running to connect them. The young ladies take part with the men, no matter how masculine the games. There should be a Yell King appointed who leads in giving the class yells each time the "Seniors" win, and a leader for each of the other groups who leads the yelling for that college each time the group wins. On reaching the "field" each member draws a card which assigns him or her to a group; the four corners of the room are placarded, one for "Seniors of . . . . . High," one the State U, the third for Yale, the fourth for Harvard—or other nearer colleges can be used for the last two if desired. All games and contests are between opposing schools, each group having crepe paper colors to designate them. Faculty members should act as directors, time keepers, judges, umpires, etc. The events can include:

Tennis Match,  
High Jump,  
Hammer Throw,  
Obstacle Race,  
Three Yard Dash,  
Grasshopper Race,  
Foot Race,  
Blindfold Hit or Miss,

Peanut Put,  
Football Contest,  
Baseball Game,  
Tug of War,  
Raisin Rush,  
Sack Race,  
Blindfold Relay.

For the "Tennis Match," two members of one group work against two from another, each person having a tennis racquet. A pile of matches is placed at the farther end of room; each contestant runs to it, places one match on the racquet and carries it to the goal, returning for an-

other. The two who get the most matches to the goal in three minutes, win. In the high jump, five are chosen from one group to work against five from another, two at a time. Each of the two sings, "do, do, do," then jumps to a high note and holds it, the one who sings the longest without taking breath winning a score for his team, the team with most scores winning for their school.

In the "Hammer Throw" they work in couples. Each group has five hammers made of several layers of pasteboard, tied with its colors. A line is drawn or rope laid; standing a certain distance from it a member from each group throws the five hammers, trying to get them over the line, the one of each couple who gets the most over scoring for his group; then another couple tries. For the "Obstacle Race," just one member of a group works with one from another. They run from head of room down to right corner of opposite end and get a marshmallow from a plate without touching it except with mouth; run to left corner of head of hall and drink a spoonful of salt water from a glass; go to left corner of opposite end of room and whistle the tune of America; then to right corner of head of room and pick up an oyster cracker with the teeth. The one who gets back to goal first wins.

In the "Three Yard Dash" they push pennies three yards with lead pencils. For the "Grasshopper Race" all of one group line up against all of another group. At a signal they start hopping toward each other on one foot. As soon as the other foot is touched to the floor the person must halt. The side whose members get the nearest to the starting point of the other side wins. In the "Foot Race" a number of soles, cut from paper, are placed on the floor; two members, one from each group, are blindfolded at a time. They walk about for thirty seconds and the one who manages to step on the most of these feet scores for his group.

"Blindfold Hit or Miss" calls for several couples, each two from the same side. All are blindfolded and one of each tries to feed cracker crumbs to her partner from



a saucer with a teaspoon. The two from the same group who first get rid of the crumbs with the fewest spilled, win.

In the "Peanut Put," each member of the two groups has five peanuts. These are thrown at a quart jar, the group getting the most in the jar winning. The "Football Contest" is tried by several couples, one after the other. A member of each group is blindfolded and one placed at each end of the room. The goal is at the center of one side. One is given a football and tries to get it to the goal before the opposing member can find him and stop him by touching. In "Baseball," each side has a soft rubber ball. The groups stand facing and keep passing the ball from one to the next. Whenever the umpire calls "Play ball" the one of each side who has the ball throws it at some one in the opposing line. If the ball hits the person it scores for the thrower. This is played for seven throws, the side with the most scores winning.

For the ladies only. A stick of candy is tied at the center of the rope. Three marks are drawn, a central line and one four feet distant on each side. The team wins who can first pull the candy which is at the central line, across the mark on their side. The "Raisin Rush" calls for several cords five yards long with a raisin tied at the center of each. Opposing members start on a signal, gathering the cord up into the mouth, hands kept behind back, the one who can get to the raisin first winning. In the "Sack Race" each person is given a small paper sack. Small bits of crepe paper in the colors of the opposing teams are scattered here and there over the floor. The sacks must be left sitting in a row at each side of the room; only one piece of paper can be picked up at a time and this must be taken over and put in the sack before another can be picked up. The side getting the most pieces of their color in three minutes wins. No one must touch the color of the other side.

Three members of each group take part in the "Blindfold Relay," one of each team being at the head of the



room, one at the center and the third at the foot. All six are blindfolded; at a signal the two at the rear start up, trying to find the center member of the team; when this is accomplished the central member starts, going to the one at the head of the room, and when discovered, remains there, the head member starting back to the center. When the latter has been reached, that one goes back to the starting point, the one who gets there first winning for his group.

Of course a great deal of the pleasure of this track meet is in the rooting of each group for its members. At the close of each contest when the judge gives the decision the winning group must give their yell; but when the Seniors win then every one must give the high school yell.

### A HOROSCOPE RECEPTION

The room into which guests were admitted gave the impression of a night made bright with moon and stars. Below the ceiling ran a strip of light blue paper on which were pasted silver stars; a crescent moon of blue paper was constructed to hold an electric bulb; the large center light was surrounded with a heavy fringe of blue paper with silver stars attached here and there to the strands; the side lights were covered with blue shades, also adorned with stars.

The receiving committee wore blue bands about the forehead from which rose a wire topped with a star, and blue jackets (a long strip of paper with a hole at the center to slip on over the head) belted and having spangles of silver stars. Twelve nooks had been arranged, each with a placard bearing the name of a month; guests were to discover and congregate at the spot named for the month in which each was born. It was then announced that each group must arrange a short playlet featuring that month and give it for the entertainment of the others. Since a prize was offered for the best the results were decidedly interesting. A number of calendars had been hunted up and a leaf selected for each guest, having a

date marked out with red pencil. These were made in pairs, there being two of April with the ninth day in red, two of May with the eleventh day red, and so on. The two sets were kept separate, one being hidden in all sorts of places about the rooms. At the proper time the boys had to hunt a leaf, while the girls drew the other set, then each boy had to find the one girl whose date matched his. Papers were passed and each couple had to write a prophecy of something that would occur on the day and month of their date in the year 1950. This could not concern persons who were present, but must be a prognostication of some local, state or national happening. They were turned over to the astrologer who read them aloud.

Next a sheet was hung on the wall, having a small moon pinned at the center. Each member of a couple was given a small star and a pin, both were blindfolded and after turning about three times, were to go to the sheet and pin the stars as near the moon as possible. The committee measured the results of each pinning; if one got the star four inches from the moon and the other seven, their score was eleven. The couple getting the smallest score won a prize.

The committee had previously ascertained the date of each person's birth and in a large Book of Destiny had written a humorous prophecy for each date. An astrologer—a faculty member with white paper hair, and flowing beard, and draped in a black shawl, called on each one in turn to give the date of birth. After looking it up in the book the astrologer read the prognostication for that day.

## THE JUNIOR BREAKFAST

This is one of the most enjoyable ways in which the Seniors can hold a farewell meeting with the Juniors. There is an exhilaration about the sunshine of a June morning that heightens the pleasure of the event, and if the breakfast is held at a neighboring lake, park, picnic

ground or on the lawn of a country member there is the delight of a morning hike or ride.

The Seniors should furnish the breakfast; they also see to getting the Juniors to the chosen spot of meeting. If they hike, let the crowd be arranged in groups, certain Seniors taking certain Juniors with them, having not more than ten in a group. If the crowd goes in automobiles, or, as some classes prefer, in hayracks made comfortable with blankets and pillows on a bed of hay, let there be the same grouping of Seniors with Juniors as their companions. Let the Senior boys be responsible for the serving of plenty of hot coffee, and for the coals over which strips of breakfast bacon can be fried to put between fresh buns, or weiners can be roasted. In serving the breakfast see that each group of Juniors has attending Seniors who make things lively and pleasant. Plan wisely so that the serving can be done soon after arriving as a hungry crowd is not in mood to enjoy entertainment.

After the breakfast have a number of toasts—these being informal and to the Juniors, using subjects like “Our Successors,” “The Junior Boys,” “The Junior Girls,” “The Junior Athletes,” “What we expect of the Juniors in coming years,” (this being a look-ahead telling what they expect certain ones to accomplish in life), “By-gone Days” (a look-back over some of the happy events involving the Seniors and Juniors), and “Our Alma Mater.” The crowd will then be ready for more exercise and the sports committee can have a number of races, games and stunts in which the Seniors and Juniors contest.

If something more formal is desired, and one which is indoors, the gymnasium can be decorated in the Junior colors, small tables set and a three course breakfast, prepared in the domestic science rooms, be served in state. After the toasts let the name of each Junior be drawn by a Senior, the latter to read a prophecy regarding the future work of the Junior. These prophecies are drawn from a collection that have been written beforehand by several clever Seniors.

### A SENIOR RECEPTION

The wives of the superintendent and the principal of the high school took the senior reception in charge and decided that the faculty members must be responsible for the entertaining and the serving. The rooms were decorated with crepe paper in the class colors, with flowers and vines and some especially artistic showings of the class flower. A number of the faculty members helped with the decorating and other work, and every member was given due notice of what would be expected of him—or her—on the eventful night. The art teacher and some of her pupils decorated the invitations, using conventional designs in the class colors with the class flower. The invitations read:

Mrs. J. Frederick Williams,  
Mrs. Lawrence E. Horton,  
Honoring the Senior Class  
Assisted by all Faculty members  
As entertainers,  
At the Horton home, June ....  
Eight o'clock.  
Come early and laugh late.

Two of the staid men of the Faculty were dressed as butlers—including the whiskers—and received and announced the guests. Each other member was costumed to portray the special line of work done in the school, the manual training instructor being decorated with bits of planed wood, long shavings and various tools suspended from a belt. The botany teacher was a walking herbarium with bulbs, roots, dried leaves and pressed flowers, while the English teacher had a gown with words of different colored and sized letters sewed over it. As an ice breaker each guest was required to go about, discover the various teachers who were in different parts of the rooms, shake hands and say at least ten words to each, keeping track on a card bearing the class motto, of the

ones spoken to. The company was then called to order and a humorous address of welcome, imitating a salutatory, was given by one of the faculty. Several members had a foolish class song one of them had written for the occasion, which they sang to a familiar tune; one gave a humorous speech on the class motto; another had a class poem which forgot to rhyme half the time, the author apologizing each time for the mishap and giving an amusing reason for the delinquency; a group gave a laughable farce showing up some of the exploits of the Seniors, and a bachelor member gave an extensive speech on "Why I love the Senior girls." Several of the teachers had written prophecies, one for each member of the class; these were doled out to various faculty members, each slip having the name of a Senior. The class roll was called by one of the hostesses and after each name the teacher having that one's prophecy read it aloud. Then there were various stunts, a fat man of the faculty and a tall thin woman putting on an exciting peanut race; another man dressing in a dustcap and a kimona and giving a fancy dance; while the superintendent and the principal engaged in a humorous discussion as to why certain Seniors should be allowed to graduate. The refreshments were served by the two butlers, assisted by other gentlemen of the faculty. After this every faculty member was called on for a toast—no one being allowed to speak over one minute. The subjects had been assigned beforehand and included a range of humorous topics. The affair ended with dancing to the Victrola, all faculty men dancing with Senior girls whether they could or not!

### SENIOR RECEPTION TO THE FACULTY

A class wishing to honor the Faculty for past courtesies and favors can carry out an old-fashioned school with much enjoyment. The teachers must come arrayed as school children, as do most of the members of the class, the reserves working on various committees. A Senior



boy presides as teacher; another comes visiting as the director of school board, asked the faculty pupils foolish questions like "Where does the light go when it goes out?" and scoring them for their ignorance. Old songs are sung, and lessons prepared, the first being on the alphabet. The pupils are given papers with the following, each to be answered with a letter—or two—of alphabet:

## CONSULT YOUR ALPHABET

- 1—A slang word?.....(G)
- 2—An insect?.....(B)
- 3—A tent?.....(TP)
- 4—An image?.....(F E G)
- 5—Statement of indebtedness?.....(I O U)
- 6—Void of contents?.....(M T)
- 7—Poorly dressed?.....(C D)
- 8—Old age?.....(A T)
- 9—A famous poem?.....(L E G)
- 10—Too much of a thing?.....(X S)
- 11—Names for girls?.....(L C) (L N) (KT) (F E)
- 12—Literary effort?.....(S A)

The Geography lesson comes next, with suggestions to be answered by the abbreviation of a state.

- 1—The cleanest state?.....(Wash.)
- 2—The state boys like?.....(Miss.)
- 3—Relic of the flood?.....(Ark.)
- 4—The egotistical state?.....(Me.)
- 5—A fellow and his girl?.....(Cal. and Del.)
- 6—The unhealthy state?.....(Ill.)
- 7—The masculine state?.....(Pa.)
- 8—The exclamatory state?.....(O.)
- 9—The religious state?.....(Mass.)
- 10—The mineral state?.....(Ore.)
- 11—A numeral?.....(Tenn.)
- 12—An ejaculation?.....(La.)



- 13—The studious state?.....(Conn.)  
 14—Tends its lawns?.....(Mo.)  
 15—The medical state?.....(Md.)

The teacher then appoints two who choose sides for a spell down. The lines stand facing and when a word is pronounced the opposing two of each side spell it at the same time, and spell it backwards, the one who gets it spelled correctly first, remaining in the line, the other to be seated.

For an English lesson each must write a ten line essay, the men writing on "Girls," the ladies on "Boys." These are read aloud and the teacher gives the writer of the best a little prize, presenting it with a flowery speech. The school director then makes a speech and examines the pupils, after which they enjoy a season of "speakin' pieces" and singing songs. At recess time they play some of the old-fashioned games like "Ruth and Jacob," "Drop the handkerchief," and "Tag." Lunch is served in boxes and tin pails.

## HINTS FOR PARTIES

**A GIFT TREE.**—Let the committee secure a tree—if an evergreen is not available a well-leaved little tree or a good-sized branch will answer. Plant it firmly in a small tub or nail on cleats and cross-pieces so it will stand upright. Decorate it with the class colors and the class flower tied in bunches to the branches. Each member of the class is to supply a present for the one whose name is drawn from a box containing the collection. The gift is to cost not more than fifteen cents and must be accompanied by a rhyme of four or more lines telling why it is appropriate for the receiver. A member of the faculty acts as Commencement Santa and takes the gifts from the tree, presenting each with a little speech. The gifts are wrapped and bear the name of the owner on the outside. They are not to be opened until all have been presented,

then they are unwrapped and the accompanying stanza read aloud. The gifts should be appropriate little Commencement souvenirs.

**COMPARISONS.**—Give out papers and ask each Senior to write a description of himself or herself, not less than fifty words, suggested by the legend, "As I see myself." When these are finished the committee passes papers, each with the name of a member at the top, the girls getting boys' names and the boys, girls' names as far as possible. A description is then written in thirty or more words, of the one whose name is drawn, under the title, "As others see you." Then each person gets from the one whose name he has on the second slip, the description that member wrote under "As I see myself." In this way no one reads the description he wrote of himself, but John Jones, who wrote of Nell Evans, will read aloud, first Nell's view of herself, then his opinion of how others see her. The diverse revelations are decidedly interesting.

**CONFESSIONS.**—Let a few clever writers of the class make out two slips of each member, one stating, "I expect to be . . . . . " [*giving a short prophecy of one's work in life*], and the other, "I shall be . . . . . " [*with another prophecy*]. These are to be prepared before the occasion, those for the boys and girls being kept separate. When they are to be used ask each member to write on a slip, "I want to . . . . . " [*stating what he or she wants to do*]. The boys will then draw at random a slip from each of the two sets prepared for them, while the girls draw from their sets. Each one reads aloud the three sets in order, 1—I want to be . . . . . 2—I expect to be . . . . . 3—I shall be . . . . ., as: I want to be a great inventor. I expect to be a barber. I shall be a book agent.

## PICTORIAL BIOGRAPHIES

These are a lot of fun to make and are interesting souvenirs of the last class party. Beg several stacks of old

magazines; have plenty of scissors and paste; give each person a booklet of two leaves six by eight inches, tied together with the class colors. Seat the company about tables, letting them work in groups, but each person responsible for the one booklet. Pass slips, each with a name, the boys getting girls' names and vice versa, as far as numbers allow. From pictures found in magazines a pictured biography of the one whose name was drawn, is pasted in the booklet. The scenes include: 1—Babyhood; 2—Childhood; 3—Early school days; 4—High School; 5—Commencement; 6—Maturity; 7—Old Age. When finished they are passed about for inspection, then presented to the one whose name was drawn. The maker writes "The Life of . . . . . " [name] at the top of first page, and signs her name at the bottom of the second.

REMINISCENCES.—Call on each member to tell about one of these three: 1—My most amusing; 2—The most heart-rending; or 3—The pleasantest experience of the grade-school days. Next each is to recount, "My most thrilling adventure in high school."

LIMERICKS.—Each draws a name of a class member and must write a five-line limerick descriptive of the individual. If they can be made to rhyme, all right; if not—they are so much more absurd! At the close of the time allotted for the writing, one member reads her production, then the one mentioned in that effusion reads his, followed by the second victim who is the third to read, and so around the circle.

A KANGAROO COURT.—An interesting number for the Senior class party is a mock trial. The principal is arrested, charged with aiding and abetting the Seniors in their efforts to escape from high school. One of the boys acts as judge, one as lawyer who calls various witnesses to testify against the prisoner by telling of the efforts he has spent on the class. Several of the girls weep profusely [*at least give a good imitation of it*] as they tell of his benefactions and the trial proceeds merrily. The de-

fendant is allowed to plead his cause, then a vote is called for from the entire class who act as jury; they vote him guilty and the judge pronounces sentence upon him—that he must accept the everlasting gratitude of the class and keep them always in his memory, or some like condition.

LOOKING BACKWARD.—The class president divides the Seniors into four groups, each with a manager who selects a good working committee. To each group is assigned one of the four years of high school. The first is to present in pantomime, dialogues, songs and short skits the history of the freshman year; the next group giving the sophomore year in the same way, the others portraying the junior and senior years. They will be supposed to introduce songs, slogans, yells, etc., used during those years, and to feature members who were especially prominent in school activities. A box of candy is purchased with class money to be awarded to the group showing the most skillful work; several faculty members act as judges.

IT IS I.—This game, as a forecast of the future, will provide a number of good laughs. A committee prepares beforehand a list of questions, one set for the boys, another for the girls, and enough so there will be one for each member. The questions are along the line of:

Who will win notoriety as a smasher of women's hearts?

Who will gain fame by inventing a new breakfast food?

Who will retire from teaching at the age of sixty-nine?

Who will become the most noted member of the class?

Who will live the longest of the class of 19...?

Who will become the wealthiest member of the class?

Who will be the most commonplace of all the seniors?

Who will raise the largest family?

Who will woo many women and marry none?

Who will become our most noted suffragette?

Who will be poor but very happy?

Who will travel many foreign countries?

Each member draws a card, the boys having letters, a, b, c, as far as needed and the girls getting numbers, 1, 2, 3,

and so on. The quizzer reads a question then calls for either a letter or a number and the one having that tag will rise and say, "It is I."

**A COSMOPOLITAN PARTY.**—Decorate the gym with all sorts of trimmings and articles that suggest foreign countries and require each person to come costumed as a native of another land. Not only that, but each must give or take part in a skit or stunt suggestive of that country. Several Hawaiians can sing a love song to the twang of the mandolin or ukulele; a boy in Scotch costume can give one of Harry Lauder's songs; a negro mammy can give an impersonation; several Italians can give a short burlesque entitled, "Little Macaroni"; a Gypsy can give a song and dance; a Spanish couple can pantomime "Juanita" as the harmony is played, then end with a wild little dance, and so on. It will be an interesting occasion!

**A SHAKESPEAREAN PARTY.**—Let the Seniors who have been taking English, sponsor this affair. For a guessing contest pin upon the wall pictures that suggest various plays of Shakespeare—a storm scene being "The Tempest," a balcony scene, "Romeo and Juliet," a card with the legend "Gallia est omnis divisa in partis tris," will call forth thoughts of "Julius Caesar," a night scene with 12th printed in one corner, will do for "Twelfth Night," a courtship will represent "Midsummer Night's Dream," and so on. When these have been guessed, line up as for a spell-down and give out the first words of familiar quotations from Shakespeare, those who miss, taking their seats. But the event of the evening will be humorous little skits based on parts of various Shakespearean plays. The balcony scene from Romeo and Juliet can be modernized to introduce a school prank; "Much Ado About Nothing" can picture several wild Seniors in an entanglement with the faculty. The court scene from "Merchant of Venice" can be parodied with a trial of some class member; the witch scene from "Macbeth" can pronounce the horrors

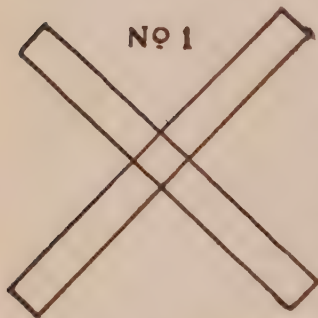


of exams. "All's Well that Ends Well" introduces the refreshments.

**SOLE MATES.**—To arrange the company in couples let each man find his sole mate. Cut soles from heavy, dark wrapping paper, having them all rather near the same size, but with only two that are exactly the same in size and width. Keep the sets separate, letting the young men draw one lot, the girls the other; the boys find their mates by matching the soles.

**SEATING A BANQUET COMPANY.**—About the wall, in various spots, pin cards bearing the name of a guest vertically, with the letters written one under the other. From each card run a cord over to a place at the banquet table, having the cords cross and lead off so the place can only be determined by winding the cord and following it. The effect is better if two colors of cords are used. Do not try this method when the company is overly large.

### CLASS BANQUET

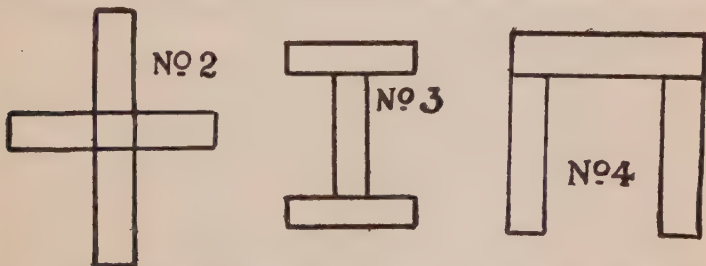


If a large banquet hall is available it is well to arrange the tables in group formation. One of the most effective is to place a square or nearly square kitchen table at the center of the room and from it run out long tables diagonally toward the corners of the room, as shown in Diagram 1. The center table should hold the centerpiece, a very attractive one being a pretty doll dressed as a sweet girl graduate, holding a tiny rolled diploma tied with the class colors. About her place low bouquets in dishes of uniform size that form a circle around her. Toward the end of each long table have a low-massed



bouquet, and at intervals along the tables, candles with shades in the class colors. At each plate a small diploma rolled and held in place with a snap rubber over which are strips of crepe paper in the class colors, tied in a bow with narrow streamer ends, holds the menu. A more elaborate centerpiece calls for a schoolhouse constructed from borrowed building blocks at the center of the small table, while about it, one facing toward each of the four tables, stand four dolls dressed as graduates, each with tiny diploma in hand.

A room that is long and not so wide looks well set with narrow tables placed in a long row, then a short table extending out from the center at each side, as in Diagram



2. This arrangement also calls for a large central piece at the center of the long table, with flowers toward the four ends. A long table running down the room with a shorter one at each end also gives a good opportunity for artistic decorating and three tables placed as in No. 4 look well with a centerpiece for each table and tall candlesticks at the four corners.

Place cards that bear the member's name and a poetic description make pleasing souvenirs, using lines like:

A most attractive smile, a heart devoid of guile.  
 Wearing the weight of learning lightly, like a flower.  
 His mind to him a kingdom is.  
 In his tongue is the law of kindness.  
 A proper young man, not too shy nor yet too bold.

Slight of frame, a winner just the same.

Slow and steady; out to win the race.

Thy modesty is a candle to thy merit.

Of gay intent, much on pleasure bent.

And still the wonder grew that one small head could carry  
all she knew.

Wisdom's child and given to much learning.

Honest as the day is long.

One class with a number of kodak fiends managed to have snapshots of all members. The committee obtained place cards with a good-sized drawing of the class flower in the center of which was glued the head of the member, cut from a snapshot. This was kept a secret and the surprised Seniors found their places at the banquet table by identifying themselves.

A most attractive addition to the decorations is an airship, made by enlisting the aid of the manual training boys, gaily flaunting the class colors, suspended from the ceiling above the center of the tables. At the close of the toasts the master of ceremonies announces that it is a prophetic plane and will give each member a view of himself—or herself—after having taken a flight of several years through time. From the cords hanging over the sides of the plane each selects an end and pulls out a card on which is pasted a picture suggestive of what his work or surroundings will be in fifteen or twenty years. By looking through old books and magazines of various kinds very clever pictures can be obtained.

An enjoyable prelude to the banquet is the singing of the class song just before being seated as all stand in their places about the tables. The toasts following the courses should not take too much time and long-winded speakers should not be tolerated.

### TOASTS

Here's to the girls of our class. May their external charms be equalled only by the brilliancy of their minds.

---

Here's to the school that sends us forth  
 From the scenes of our youthful dreams;  
 Let us treasure the best she gave us  
 As we follow life's luring gleams.

---

When teachers were o'er us,  
 And books were before us,  
 We longed to be free, be free!  
 But now that we're going—  
 To what fates no knowing—  
 Our hearts cling, dear school, to thee.

---

Here's to the school whose colors we wear,  
 And here's to her teachings true,  
 Here's to the teachers who guided us,  
 And the school books we skimmed through;  
 Here's to the rooms where we often met,  
 To learning but lightly inclined,  
 And to all the scenes we're taking with us,  
 In memory closely entwined.

---

How often we shall long,  
 With enthusiasm strong,  
 As the years go flitting by,  
 To cheer and shout once more,  
 With the old gang, as of yore,  
 In praise of dear ..... High.

---

Furl her colors never!  
 Raise them high and proudly cry  
 We're ..... 's sons forever.

---

The pride of sons and daughters true,  
 Thy name we'll guard, thy honor, too;  
 And here we give a loyal toast  
 To the best school the state can boast.

---

**TO THE GIRLS OF THE CLASS**

By a Boy

Though you, fair maidens of the class,  
 Have given us many a roast,  
 As sign of our forgiveness, we  
 Would offer you this kindly toast.

Your heads are stored with knowledge  
 Gleaned from long contact with your books,  
 But likewise—to our satisfaction,  
 You're noted for your charming looks.

May good fortune e'er attend you,  
 And every needed want supply;  
 May you meet life with the courage  
 That you have shown in ..... High.

Then here's to the girls we're proud of,  
 These bright girls that none can surpass;  
 For the sake of our years together  
 We toast you, "The girls of our class."

---

**TO THE BOYS OF THE CLASS**

By a Girl

Oh, brothers of the Senior class,  
 We're proud of you, indeed we are;  
 We'd not find such another bunch  
 Though we should travel long and far.

Perhaps we've sometimes railed at you  
 When 'twas more proper to keep dumb,  
 But now we give you kindly thoughts  
 For all the long years yet to come.

We thank you for the years you've been  
 Our brothers, jolly chums, and friends,  
 And as you go to untried fields,  
 Each girl with you her blessing sends.

You'll still have our kindly wishes  
 As the years of the future pass,  
 And here's to the lads we are proud of—  
 The promising "Boys of our class."

---

To the Class of 19—. May Dame Fortune smile upon  
 you all and through all the years, but her daughter,  
 Mis-Fortune, never.

---

And here's to the athletes of the school,  
 To ..... 's brave and fighting team,  
 The hale and hearty, husky men,  
 Chuck full of pep and steam;  
 They fought for the honor of the school,  
 And our faith to them we pin;  
 In their contests on the field of life  
 May they still fresh vict'ries win.

---

Give us a union of states and union of lands,  
 A union of hearts, and a union of the hands  
 Of the class of 19...

---

A toast to the Juniors who will take  
 Our places when we're gone forever;  
 We're 'fraid they're going to break our record—  
 They are so capable and clever.

---

Here's to the Freshmen who now shall be Sophs,  
 And the Sophs who bloom into Juniors gay;  
 Here's to the Juniors who're smiling with glee  
 As we pack up our books and fade away.

---

A toast we give to the wielders of the ball and bat, the  
 honest thieves who delight to steal bases, and whose  
 favorite jewel is the diamond.

---

## SUBJECTS FOR TOASTS

To the Test of Talents—Our years of service.

Memories—the Paths by which we wander back.

Our Guiding Stars—High Ideals.

For Value Received I Promise to Pay (my obligation to Alma Mater).

The Mystic Bond—Class Ties.

The Bright Spots—The Class Parties.

May winds of prosperity waft each member of the class to the port of Contentment.

## TOAST:

To the bonnie Lassies,  
The gems of our classes.

RESPONSE: I was promised that if I would kindly respond to one of the toasts I would be given the most desirable subject on the list. Well was this promise kept, for what is so desirable, whether one dwells among the icebergs of the Arctic regions, on the sun-kissed plains of the Sahara, or here in the charming haunts of ..... as a young lady? The bonnie lassies are gems wherever they are found, and especially is this true of the girls of this school and the class of 19...

These girls are not only charming—they are bewitching. I have watched them forge their way through high school—lording it over the boys, winning laurels on their good looks, subduing members of the faculty, especially those of the sterner sex, with their enticing wiles, and I am quite convinced that witchcraft did not entirely perish with the Salem witches.

These gems of the classroom not only have charm of face, of form, of voice and manner—they have brains, too. They not only manage to keep up with the boys in the classes—they have the audacity to get ahead of them. And they will go out from school and continue to give the men



a merry chase in business and in politics. Don't ask me where they'll stop—there's no stopping them now that they are well started.

Well, when you come to think of it, why shouldn't they be powerful, and successful, and domineering, and leaders of various and numerous sorts? Haven't the women been doing just such things as that since way back there, hundreds of years before Solomon tried to subdue them by taking a couple of thousand of them for wives? Poor old Solomon! No wonder he was the wisest of men—having to sharpen his wits by coping with that crowd of women.

Look at how Deborah rose up and became the capable judge of Israel—which was some political move, I'm thinking. Look at the way Queen Esther took a hand in the affairs of state; and didn't crafty Jezebel frighten good old Elijah, the powerful prophet of the Lord, until he crawled off under a juniper tree and prayed to die? Didn't the charming Cleopatra, centuries ago, deal in armies and checkmate kings? Yes, the girls of today come honestly by their charms and their clever wits. The first woman, as the records say, may have been but a "side issue"; her modern daughters are a leading proposition.

It has been said that woman is the fairest work of the Great Author. The class of 19.. is very fortunate to have so many copies of the late edition in its ranks. And though they tell us that woman needs no eulogy because she speaks for herself I am glad to sing the praises of the bonnie lassies. They are the stars of our class and may they shine brilliantly in the firmament of success.

So here's a toast to our girls, bless 'em. They are our gems, as the toastmaster said, and I hope that life gives them all a fine setting—they deserve it. I shall not be a bit surprised if they outstrip the boys of the class in the race of the coming years, but we will forgive them, since it is all for the glory of our revered Alma Mater.

---

## TOAST:

The mother's pride, the daughters' joys,  
The teachers' despair—the active boys.

RESPONSE: When this subject was assigned to me I asked, "But what shall I say about boys?" and the answer came back, "Oh, tell something nice about them," but if I were to tell all the nice things I know about boys you would still be here tomorrow listening—or pretending to, to the eulogy. And I'm not the only girl in the class who thinks the boys are nice, either.

When boys are in the grades they hate to wash their neck and ears and don't mind coming to school with soiled hands; but by the time they are Juniors and Seniors they have become so intimate with scented soap, talcum powder and perfumed hair tonic that it is a pleasure to have them about.

The mother's pride—how true! Mothers are proud of their boys, of their looks—whether they are handsome or not; proud of their knowledge, whether they know much or not; proud of their strength and manliness—proud of them just because they can't help it. It is a satisfaction to us to know that the mothers have much and sufficient reason for being proud of the boys of our class—I'm proud of them myself!

The daughters' joy—I should say so! Of course, you understand that it is the other girl's brother who gives the joy. Our own brothers are overbearing and bossy and too fond of teasing and have all sorts of faults that the other girl's brother doesn't possess. What would high school be without our boys? What would the class parties be without them? Yes, they are our boys, especially when they take us off riding in the flivver, and we chatter over stony roads an' could ride on f'r iver!

The teacher's despair—well, I suppose so. These boys are so likable even when they are indifferent, hate to study, like to skip classes, are bubbling over with mischief, and given to bluffing, that I imagine they do cause

the faculty to despair at times. They usually come out all right, I notice.

Then here's to the boys of 19.., our despair, our pride, our joy!

'Tis here we wish for health for you,  
A goodly share of wealth for you,  
And the best things life can give you;  
May fortune e'er be kind to you,  
And many blessings find for you,  
And long years lead on before you.

### YELLS

Tippery, tappery,  
Slappery, sly,  
Rah, Rah, Rah for ..... High.

---

Bing ah, bang ah,  
Rah for the gang ah,  
We are the Seniors,  
Rah, Rah, Rah!

---

S-E-S-E-N-  
N-I-O-R-S, Seniors,  
Rah! Rah! Rah!

---

Mitty-matty-me-my,  
Pitty-patty-gee-by,  
Zo-ro, za-ro,  
Gritty-gratty-baa-oh!  
Nitty-natty-noo-rô,  
Flim-flam-fly,  
Class of twenty .....  
..... High!

---

Rip-saw, Hand-saw,  
 Buzz-saw, Bang!  
 Rip-saw, See-saw,  
 We're the gang—  
 Seniors! Seniors!  
 19..!

---

Razzle, Dazzle, Ki-O!  
 Hobble, Gobble, Hi-O!  
 Hocus, Pocus, Pi-O!  
 ..... High, O!

---

Siren: Sis-s-s-s-s-s-s-s (whistle) Boom!  
 Skyrocket: Sis-s-s-s-s-s-s, Boom, Ah.....!

### FAVORITE CLASS COLORS

Red and white,  
 Orange and black,  
 Maroon and violet,  
 Purple and gold,  
 Orange and lemon,  
 Pink and white,  
 Old rose and silver,

Purple and white,  
 Cardinal and gold,  
 Lavender and white,  
 Shell pink and apple green,  
 Crimson and gray,  
 Blue and gold.

### CLASS FLOWERS

Carnation,  
 Lilac,  
 Chrysanthemum,  
 Pansy,  
 Syringa,  
 White Rose,  
 Sweet Peas,  
 Lilly of Valley,

Forget-me-not,  
 Red Rose,  
 Columbine,  
 Arbutus,  
 Daisy,  
 Violet,  
 Jasmine.

### CLASS SLOGANS

Might through right.  
Building for tomorrow.  
A steady pull and all together.  
Mental, moral and physical development.  
In tune and in step.  
Lessons first.  
For the glory of the class.  
Better team work.  
Co-operation and concentration.  
Facts before fun.  
Don't worry! Don't fret! We'll get there yet!  
Never say die—we can win if we try.

### CLASS MOTTOES

- 1—Today is the only day we have.
- 2—Rowing, not drifting.
- 3—He conquers who endures.
- 4—They can who think they can.
- 5—We will keep faith.
- 6—Make haste slowly.
- 7—Find a way or make one.
- 8—Fortune favors the brave.
- 9—Little by little.
- 10—Trifles make perfection.
- 11—Respite finem—Look to the end.
- 12—Ad astra per aspera—To the stars through difficulties.
- 13—Esse quam videre—To be rather than to seem.
- 14—Non nobis solum—Not for ourselves alone.
- 15—Fide et fortitudine—With faith and fortitude.
- 16—Excelsior—Higher.
- 17—Labor omnia vincit—Labor conquers all things.
- 18—Animo et fide—By courage and faith.

- 19—Non scholae, sed vitae—Not for school but for life.
- 20—Semper fidelis—Always faithful.
- 21—Vincit qui se vincit—He conquers who conquers himself.
- 22—Nunc aut nunquam—Now or never.
- 23—Paddle your own canoe.
- 24—Over the top.
- 25—Upward striving.
- 26—Keep smiling.
- 27—To falter is to fail.
- 28—Never backward!
- 29—Watch us climb!
- 30—Sail on.
- 31—Out of school life into life's school.
- 32—From round to round.
- 33—Always upward.
- 34—Make opportunities.
- 35—Lift as you climb.
- 36—Love many, trust few.
- 37—Profit by mistakes.
- 38—Labor is life.
- 39—Look up—and on!
- 40—We're on our way.
- 41—Not finished, just begun.
- 42—The end crowns the work.
- 43—Night brings out the stars.
- 44—Ready to serve.
- 45—Deeds, not words.
- 46—Conquer obstacles.
- 47—Duty before pleasure.
- 48—Step by step.



49—Action, not ease.

50—Maintain the right.

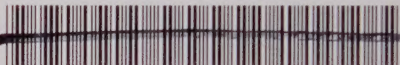
## SUBJECTS FOR ORATIONS AND ESSAYS

- 1—Our National Parks.
- 2—The Grand Canyon of the Colorado.
- 3—Famous American Highways.
- 4—The Liberty Bell.
- 5—Famous American Women.
- 6—Ivanhoe.
- 7—School Athletics.
- 8—Hallowe'en—Traditions and Customs.
- 9—Washington the Statesman.
- 10—Development of the Public School System.
- 11—The History of My State.
- 12—Benedict Arnold.
- 13—Interesting Birds.
- 14—Winter Sports.
- 15—Good Roads.
- 16—Edison, the Electrical Wizard.
- 17—Luther Burbank, the Plant Wizard.
- 18—Ellis Island.
- 19—Conservation of Forests.
- 20—The Old Oregon Trail.
- 21—Modern Methods of Agriculture.
- 22—The Value of Recreation.
- 23—Why Lincoln Became Great.
- 24—The Dignity of Labor.
- 25—Early Days of this Community.
- 26—Women Who Have Ruled.
- 27—The Eighteenth Amendment.

- 28—Modern Knighthood.
- 29—Old New England.
- 30—School Friendships.
- 31—The Golden Rule.
- 32—Value of the Circulating Library.
- 33—Child Labor and Its Laws.
- 34—Indian Relics and Traditions.
- 35—Our Nation's Perils.
- 36—Arbitration.
- 37—Value of Examinations.
- 38—Frances Willard.
- 39—Prison Reform.
- 40—Late Discoveries of Science.
- 41—The Peace Problem.
- 42—Important Government Projects.
- 43—Oliver Cromwell.
- 44—Industrial Education.
- 45—American Poets.
- 46—Our Northern Storehouse—Alaska.
- 47—Aids to Longevity.
- 48—Daniel Webster.
- 49—Science and Agriculture.
- 50—Our Silent Friends—Books.



AKRON CARNEGIE PUBLIC LIBRARY



75253 000036983

64 5  
\*P2-DAV-965\*

